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ABSTRACT

This competency-based prevocational exploration curriculum is designed to provide occupational information and hands-on experiences pertaining to consumer and homemaking occupations to ninth- and tenth-grade students. The curriculum consists of 45 learning pacs, 43 of which cover one service occupation each. Information for each service occupation is provided in this format: career information (job title, duties, where employed, employment outlook, education and training, special qualifications, earnings and additional benefits, working conditions and lifestyles), occupational cluster, occupational family, representative job titles, occupational task, occupational competency, resources and/or materials needed to complete the pac, a list of learning objectives, a list of learning activities, evaluation procedures, student information sheets, and worksheets. The first and last learning pacs (an introduction and a culminating/review lesson) do not include career information. The job titles are divided into five units: child care (foster parent, nursery school attendant, kindergarten teacher), clothing and textiles (demonstrator of sewing techniques, dressmaker, garment cutter), family relations (family caseworker, extension agent, home economist), foods and nutrition (clinical dietitian, food demonstrator, foods magazine editor), and housing (housewares demonstrator, interior decorator, furniture salesperson). Fifteen of the job titles are suggested for inclusion in a core curriculum. (YLB)

ED229609

Competency Based Curriculum
for
PREVOCATIONAL EXPLORATION
CONSUMER AND HOMEMAKING

BEST COPY AVAILABLE

Prepared by

Department of Occupational, Adult,
and Safety Education
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Huntington, West Virginia 25701

Produced at

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Ripley, West Virginia 25271

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CE 035963

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based *Prevocational Exploration Consumer and Homemaking* curriculum was prepared by West Virginia Home Economics Instructors, Dr. Clara Reese and Ms. Roberta Chenoweth of Marshall University. The effort was coordinated by staff of the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This document is organized into five units and divided into 43 service occupations. Titles are listed in the Table of Contents.

The competency based *Prevocational Exploration Consumer and Homemaking* curriculum was disseminated to West Virginia prevocational instructors in the winter and spring of 1983. Additional copies of this curriculum are available from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: (304) 372-8673 or
Toll free 1-800-642-2670 (in-state)

We trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette
Assistant State Superintendent of Schools

FOREWORD

It is important for students to have opportunities to explore their own capacities and aptitudes and to experience various phases of the world of work. Through a variety of teaching techniques, students may be able to learn more about requirements in occupations and employer-employee expectations in the labor market.

This Consumer and Homemaking Cluster curriculum has been designed, written, and organized to facilitate use by teachers and students during the exploration of a variety of occupations. The intent of the learning pacs is to assist students in assessing whether or not they would like to prepare themselves for these kinds of occupations.

This project is a result of cooperative efforts of the Bureau of Vocational, Technical, and Adult Education and Marshall University. These materials were developed by eight teachers representing six counties in West Virginia, a supervisor in Home Economics on State staff, and two Prevocational Exploration staff members from the Department of Occupational, Adult, and Safety Education at Marshall University.

Clara Reese, Ed.D.
Project Director

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Core Curriculum Identification

The following units have been identified as core curriculum for the Consumer and Homemaking Cluster. All students participating within the Service Occupations Laboratory should gain an awareness of the information in these units.

CONSUMER AND HOMEMAKING CLUSTER CORE CURRICULUM

Foster Parent 41
Nursery School Attendant 51
Teacher, Kindergarten 68
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Home Economist 190
Dietitian, Clinical 237
Food Demonstrator 244
Magazine Editor 257
Housewares Demonstrator 311
Interior Decorator 315
Salesperson, Furniture 331

NOTE: A student survey instrument is available to measure the effectiveness of the identified core curriculum. For additional information regarding the survey contact the prevocational exploration staff in the Occupational, Adult, and Safety Education Department at Marshall University.

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*Identifies Core Curriculum

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILIES and REPRESENTATIVE JOB TITLES:

A. Foods and Nutrition
   1. Food Demonstrator
   2. Dietitian, Clinical
   3. Magazine Editor

B. Family Relations
   1. Home Economist
   2. Caseworker, Family
   3. Extension Agent

C. Child Care
   1. Nursery School Attendant
   2. Teacher, Kindergarten
   3. Foster Parent

D. Housing
   1. Interior Decorator
   2. Housewares Demonstrator
   3. Salesperson, Furniture

E. Clothing and Textiles
   1. Dressmaker
   2. Demonstrator, Sewing Techniques
   3. Garment Cutter

OCCUPATIONAL TASK: Exploring occupations in the Consumer and Homemaking Cluster

OCCUPATIONAL COMPETENCY: Identifying occupational families and representative job titles

RESOURCES and/or MATERIALS

1. Chalkboard
2. List of occupations

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize several occupations found in the Consumer and Homemaking Cluster.
2. Appreciate some of the contributions made by workers in the field of Consumer and Homemaking.

LEARNING ACTIVITIES

1. Brainstorm for occupations which may be listed under the Consumer and Homemaking Cluster and list on chalkboard.
2. Pronounce occupational titles.
3. Alphabetize occupations on Worksheet A.

EVALUATION PROCEDURES

Your evaluation shall consist of:

1. Participation in class discussion.
2. Completing and submitting to the teacher an alphabetized listing of the 15 occupations listed on the previous page.

WORKSHEET A

Using your very best handwriting, alphabetize the following occupations in spaces provided below.

1. Magazine Editor
2. Extension Agent
3. Foster Parent
4. Salesperson, Furniture
5. Garment Cutter
6. Food Demonstrator
7. Home Economist
8. Nursery School Attendant
9. Interior Decorator
10. Dressmaker
11. Dietitian, Clinical
12. Caseworker, Family
13. Teacher, Kindergarten
14. Housewares Demonstrator
15. Demonstrator, Sewing Techniques

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ________________________

KEY

WORKSHEET A

1. Caseworker, Family
2. Demonstrator, Sewing Techniques
3. Dietitian, Clinical
4. Dressmaker
5. Extension Agent
6. Food Demonstrator
7. Foster Parent
8. Garment Cutter
9. Home Economist
10. Housewares Demonstrator
11. Interior Decorator
12. Magazine Editor
13. Nursery School Attendant
14. Salesperson, Furniture
15. Teacher, Kindergarten

CAREER INFORMATION SHEET

JOB TITLE: Attendant, Children's Institution DOT CODE: 359.677-010

DUTIES: Attendants at children's institutions care for children housed in city, county, private, or other similar institution, under supervision of superintendent of home. They awaken children each morning and insure children are dressed, fed, and ready for school or other activity. Attendants give instructions to children regarding desirable health and personal habits. They also plan and lead recreational activities and participate or instruct children in games. When necessary, they discipline children and recommend or initiate other measures to control behavior. Attendants may make minor repairs to clothing. Some workers are employed to supervise housekeeping activities of other workers in assigned sections of institutions. Finally, they may counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children.

WHERE EMPLOYED: Employment opportunities exist in day care centers, children's clinics, churches, and private and public nursery schools.

EMPLOYMENT OUTLOOK: The demand for both full and part-time workers in this area is due to the increase in both parents working and the demand for high quality child care workers.

EDUCATION AND TRAINING: Education requirements vary from 30 days to 2 years. High school education or equivalent is desired. Home economics courses in child care and development or vocational school training in occupational child care are helpful. Some on-the-job training will be necessary.

SPECIAL QUALIFICATIONS:	Attendants must have the ability to get along well with people. Much patience may have to be exercised. A broad knowledge of infant care, what employer expects, and understanding of how children grow and develop may be helpful.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings and benefits vary with the employer.
WORKING CONDITIONS AND LIFESTYLES:	Working hours vary since some centers offer 24-hour care. However, most employers use 8-hour work days. The work is challenging and varies day to day. Conditions range from modern facilities to old buildings with inadequate heating, lighting, and ventilation.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Attendant, Children's Institution	359.677-010
Nursery School Attendant	359.677-018
Day Care Worker	359.677-018

OCCUPATIONAL TASK: Caring for and feeding infants

OCCUPATIONAL COMPETENCY: Demonstrating procedures for caring for an infant

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Child Care Information Sheet
3. Ten Basic Needs of Infants
4. Baby doll
5. Bottle, baby food, and eating utensils
6. Diaper
7. Clothes for infant
8. Sponge, soap, water, infant bath or small plastic dishpan
9. Rectal thermometer
10. Role-play situation

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand some of the duties of an attendant at a children's institution.
2. Recognize basic procedures for caring for infants.
3. Assess your interests in this type of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Study the Ten Basic Needs of Infants and prepare yourself to deal with these needs by reading the Child Care Information Sheet.
3. Using a baby doll, practice positions for holding an infant.
4. Watch a demonstration on the following procedures for caring for an infant:

   -feeding an infant with a bottle
   -feeding an infant with solid baby food
   -burping an infant
   -cleaning and diapering an infant
   -giving a sponge bath to an infant
   -clothing an infant
   -taking an infant's temperature (also study the diagram).

5. Given a doll, select necessary equipment and demonstrate the procedure for completing a role-play situation of caring for an infant.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Demonstrating proper procedures for caring for an infant.
2. Completing Student Attitude Sheet.

ROLE-PLAY SITUATIONS

1. Given a doll to bathe, select necessary equipment and demonstrate procedures for giving a sponge bath.
2. Given a doll to dress, demonstrate the procedures for clothing an infant.
3. Given a doll to clean and change, demonstrate the procedure for diapering an infant.
4. Given a doll to feed, demonstrate the procedure for feeding a bottle to an infant and burping the infant.
5. Given a doll to feed, demonstrate the procedure for feeding solid food to and burping an infant.
6. Given a doll, demonstrate the procedure for taking an infant's temperature.

TEN BASIC NEEDS OF INFANTS

1. Warmth
2. Sound
3. Play
4. Hunger
5. Elimination of body wastes
6. Movement
7. Sleep
8. Love demonstrated in a physical way (cuddling)
9. Toys
10. Money

CHILD CARE INFORMATION SHEET

Much learning can take place in the lives of infants and toddlers through planned activities provided by attendants at child-care institutions. Persons responsible for infants and toddlers should be sensitive to their individual needs in establishing planned routines and other varied activities.

The following are suggestions of activities which should be given consideration by employees for infant and/or toddler care:

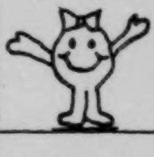
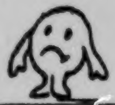
1. Feeding the baby at regular intervals.
2. Bathing baby daily and changing diapers as needed.
3. Reporting information with respect to accidents and/or unusual occurrences to parents.
4. Planning for child to be alone in a quiet environment.
5. Providing the baby with interesting and varied toys which are appropriate and safe for his/her age.
6. Gaining attention of the baby by talking with him/her, playing games with toddlers.
7. Assisting toddlers to safely explore surroundings.
8. Moving infants often so that visual environments may be varied and stimulating.
9. Scheduling regular rest periods.
10. Maintaining pleasant composure while administering care to infants and/or toddlers.

Name ____________________

Occupational Cluster Consumer and Homemaking - Attendant, Children's Institution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Reading the Career Information Sheet					
Reading the Basic Needs of Infants					
Reading Staff Duties of an Attendant					
Holding an infant					
Watching the demonstrations					
Role playing a care situation for an infant					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Child-Care Attendant DOT CODE: 355.674-010

DUTIES:	Child-care attendants take care of children in day-care centers, nurseries, institutions, hospitals, and in private homes. Duties depend on the age of the children in their care. These may include juveniles, orphans, and/or the handicapped. If the place of work includes infants, duties may include bathing, dressing, feeding, and diapering along with supervision of naps and playtime. Those supervising school age children direct indoor and outdoor activities, teach basic skills, and help to instill good habits. Those attendants working with the handicapped assist with therapeutic or recreational activities. If employed in a private home, attendants may be required to do some household tasks.
WHERE EMPLOYED:	Child-care attendants are employed at day-care centers, nurseries, hospitals, or institutions that care for orphans, juveniles, and institutionalized handicapped. They may be employed in private homes or facilities operated by religious organizations, federal, state, or local government agencies, or privately owned centers.
EMPLOYMENT OUTLOOK:	The employment outlook is expected to be good throughout the 80's. Most openings will occur through replacement of workers who leave the field or retire. An increase in facilities for child-care will provide new job openings. Related jobs as children's nurse aide, household worker, or teacher's aide may lead to a job as child-care attendant. This area of work is open for both men and women.

EDUCATION AND TRAINING: Child-care attendants should enjoy caring for children and have some concern for their welfare. They should have a high school diploma and most acquire training on the job. In many states child-care attendants are required to obtain a health certificate. Other states require license to be certified. Good physical health, stamina, and emotional stability are important.

SPECIAL QUALIFICATIONS: Creativity, imagination, patience, pleasant personality, and emotional stability are important for those employed as child-care attendants. They must have a genuine liking for children and be able to respond to their physical and emotional needs. A cheerful disposition, good health, and stamina are prime requisites.

EARNINGS AND ADDITIONAL BENEFITS: Duties, experience, and geographical location will determine the variation in salary. Hourly wages vary from $3.50 to $5.00 or more per hour. Room and board are included for those who "live-in". Although attendants in private homes may have irregular hours, the working week is usually 40 hours.

WORKING CONDITIONS AND LIFESTYLES: Work surroundings may be clean, modern, and comfortable where money is plentiful. Other facilities that are poorly funded may be crowded, unpleasant, and under equipped. Attendants are on their feet and are required to do extensive reaching, bending, stooping, and lifting. Although most attendants work under supervision of teachers, therapists, nurses, or professional workers, some may work alone.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Child-Care Attendant, School	355.674-010
Playroom Attendant	359.677-026
Child Monitor	301.677-010
Teacher, Kindergarten	092.227-014

OCCUPATIONAL TASK: Selecting creative toys

OCCUPATIONAL COMPETENCY: Selecting toys which meet the developmental needs of children

RESOURCES and/or MATERIALS

1. Access to a local elementary, kindergarten, or child care center
2. Filmstrip projector and cassette tape recorder
3. "Toys and Activities for the Pre-School Child", JC Penney Company
4. Mail order catalogs and toy catalogs (Christmas catalogs are very good)
5. Free pamphlet "For Kids' Sake" from U.S. Consumer Product Safety Commission. Write TOYS, Washington, D.C. 20207
6. Variety of toys appropriate for different age groups
7. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better determine safety standards, creativity standards, and developmental standards for 1) an infant, 2) a toddler, and 3) elementary school age child.
2. Distinguish between safe and unsafe toys.
3. Determine whether you would like this type of work.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Read the sheet "Toys! Toys! Toys!"
3. Using a toy catalog, select a toy which would meet a developmental need of 1) an infant, 2) a toddler, 3) a nursery school aged child, 4) a kindergarten aged child, and 5) an elementary school aged child.
4. When given a toy from the classroom, use Worksheet I to evaluate the toy for safety, creativity, and the developmental task it would help the child reach. Or use a mail order catalog and select one toy in it.
5. Complete Worksheet II.

Optional: Visit a local kindergarten, child care center, or elementary school. Watch children as they play with different toys, then select five toys that you think were good for that particular age child and tell why.
Watch the filmstrip "Toys and Activities for the Pre-School Child."

SAFE
UNSAFE

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in reading Career Information Sheet and "Toys! Toys! Toys!"
2. Selecting toys appropriate to meet developmental needs of children.
3. Completing and submitting to the teacher Worksheets I and II.
4. Completing the Student Attitude Sheet.

TOYS! TOYS! TOYS!

Rules for Selecting Toys

1. Toys need to provide for the child's developmental tasks.
2. Play is a serious business to a young child.
3. The plaything needs to be suited to the child's age and level of development.
4. A toy should not be selected in haste.
5. Entertainment should be simple and appropriate.

Developmental Tasks Toys Can Help With

1. Finger dexterity - Small buttons to push, knobs to turn.
2. Visual discrimination and stimulation - Bright colors, items to focus eyes on, moving parts.
3. Audio stimulation - Different sounds.
4. Eye-hand coordination - Parts to match or fit together.
5. Social development - Toys for role acting, dolls, trucks, play dishes, clothing.
6. Creativity - Crayons, paper, blocks, sand.
7. Large muscle development - Push and pull toys.

WORKSHEET I

Possible Number of "X's"________

Number my toy received__________

If the toy you are evaluating meets the standard on the left, place an "X" in the column on the right.

STANDARD	CHECK
SAFETY	
(1) No sharp edges	
(2) No pointed corners	
(3) No splinters	
(4) Non-toxic paints	
(5) No exposed staples or nail points	
(6) Secured seams	
(7) Safe stuffing materials	
(8) No small removable parts	
(9) No small wires	
(10) ________________	
(11) ________________	
CREATIVITY	
(1) Does not require adult help	
(2) Used different ways	
(3) Appropriate for both sexes	
(4) Not quickly outgrown	
(5) Encourages healthy uses of imagination	
(6) Teaches some skill	
(7) Usable indoors or outdoors	

STANDARD	CHECK
(8) Small and light enough to manipulate by child	
(9) ____________________	
(10) ____________________	
MEETS DEVELOPMENTAL NEEDS (1) Is appropriate for some developmental stage (2) Meets a development need	
TOTAL NUMBER OF X's	

WORKSHEET II

I. If chosen correctly, toys play a very large part in helping a child to develop successfully. Place a check (X) in the blank of the left of the true statements.

____ 1. Toys should be chosen with a child's developmental needs or tasks in mind.

____ 2. Toys which are too advanced for a child's developmental stage can cause anger and frustration.

____ 3. Toys for any developmental stage should teach as well as entertain.

____ 4. Toys which are appropriate for infants may not meet the needs of toddlers.

____ 5. Toys which are below a child's developmental stage are boring to the child.

II. Match the group of toys to the appropriate developmental stage by drawing a line from the toys on the left to the developmental stage on the right.

A. Large plastic cubes, terry cloth animals, rattle, mobile

B. Pull toys, sturdy books, wooden rings on a stand, shape sorters

C. Tricycle, blocks, pedal cars, fingerpaints

D. Crayons, day playground equipment, paint, scissors

E. Skates, jump ropes, jacks, bicycle, collector items (stamps, etc.)

School age (6-12)

Nursery school (3-5)

Toddler (18 mos.-3 yrs.)

Infant (Birth-18 mos.)

Kindergarten (5-6 yrs.)

WORKSHEET II KEY

I. All are correct and should be checked.

II. A. Infant

B. Toddler

C. Nursery school

D. Kindergarten

E. School age

Name ____________________

Occupational Cluster Consumer and Homemaking - Child-Care Attendant, School

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Career Information Sheet					
Reading the sheet Toys! Toys! Toys!					
Evaluating a toy for safety					
Matching toys to developmental needs					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Child Monitor DOT CODE: 301.677-010

DUTIES: A child monitor cares for children in the home by observing and monitoring play activities or amusing them by playing games or reading to them. If the subjects are infants, duties may include making formulas, sterilizing bottles, bathing, and/or dressing them. The monitor walks the children or supervises outings. Upkeep of the children's quarters and clothing may be included in the arrangement. Those employed to care for infants may be called nurse, while those hired by day or hourly may be designated as a babysitter.

WHERE EMPLOYED: Most child monitors are employed to care for their charges in the home of the employer. They are primarily employed in private homes and may "live in". Those who have children brought to their home may perform essentially the same services except for laundry and cleaning quarters.

EMPLOYMENT OUTLOOK: Due to the growing number of women entering the work force, the employment outlook should increase. Many parents prefer to have their children cared for in the home as opposed to day care. This preference should increase the number of openings for child monitors. Women who stay home with children of their own may find this a convenient method to earn income by caring for other children at the same time.

EDUCATION AND TRAINING: High school courses in home economics, child care, health, home management, and nutrition will be of benefit. Most employers will train the child monitor, or give sufficient oral and written instructions to specify services to be given or schedules to be followed. Courses in baby-sitting or home nursing may be taken through service organizations or from a vocational technical school.

SPECIAL QUALIFICATIONS: The child monitor should like children and be prepared to work hard. Lifting, stooping, reaching, carrying, and walking necessitate the need for good health. Some parents may require a health certificate or examination, especially if the employee is living in the home. The child monitor should be able to follow written and verbal instructions, and act in a mature manner in case of childhood emergencies.

EARNINGS AND ADDITIONAL BENEFITS: Wages and benefits will vary according to the employer's income, work performed, and the local rate for services. Those who "live in" may expect to receive room and board along with salary. Those employed hourly or by the day may or may not receive minimum wage. Those specified as infant nurse or governess may earn a higher salary depending on experience. Benefits vary with the employer.

WORKING CONDITIONS AND LIFESTYLES: Working with children tends to isolate one from adult companionship. One must be able to deal with the demands of children and also adhere to schedules and regulations set by parents. Working conditions in private homes are usually clean and modern with labor saving devices that ease the upkeep. Those working by the hour or by the day may welcome the respite from the longer hours required from those living in private homes.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Child Monitor	301.677-010
Day Care Worker	359.674-010
Nursery School Attendant	359.677-018
Playroom Attendant	359.677-026

OCCUPATIONAL TASK: Exploring the job of a child monitor

OCCUPATIONAL COMPETENCY: Identifying job requirements

RESOURCES and/or MATERIALS

1. Self-Inventory
2. Duties of a child monitor sheet
3. Types of child monitor centers sheet
4. Child monitor questionnaire
5. Student Attitude Sheets

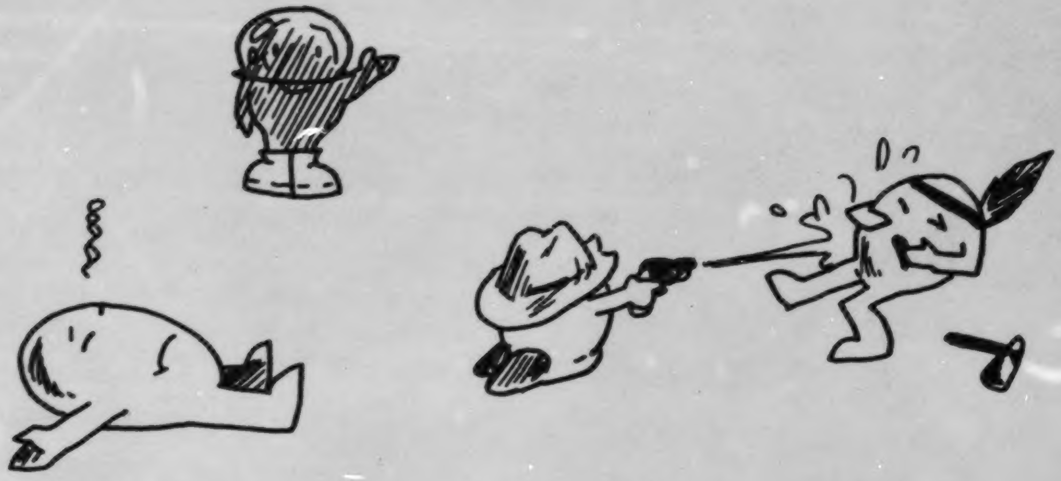
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify desirable characteristics of a child monitor and evaluate his/herself in relation to the requirements for a child monitor.
2. Recognize employment opportunities in child monitoring service in the community.
3. Determine whether s/he would like this type of work.

LEARNING ACTIVITIES

1. Read "The Duties of a Child Monitor."
2. Evaluate yourself by completing the Self-Inventory.
3. Read "Types of Child Monitor Centers." List all possible employers of child monitor workers in your community.
4. Complete the Child Monitor Questionnaire. Share your findings with the class.
5. Complete the Student Attitude Sheet.

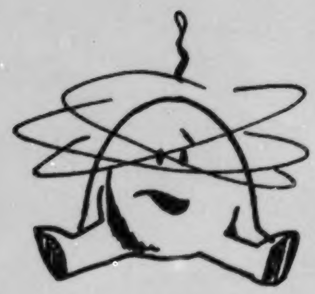


EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading "The Duties of a Child Monitor."
2. Completing the Self-Inventory.
3. Completing and submitting to the teacher the Child Monitor Questionnaire.
4. Completing the Student Attitude Sheet.

DUTIES OF A CHILD MONITOR



The duties of a child monitor vary from one place of employment to another and from day to day, depending on the schedule of activities for the day. It is necessary for the child monitor to be flexible and willing to do whatever needs to be done. It is also important for him/her to learn to go ahead and carry out the duties assigned to him/her without always waiting to be told what to do. Some of the responsibilities that may be assigned to a child monitor are as follows:

1. Help children accept the environment and participate in planned activities.
2. Help children master the routines being implemented.
3. Help children become more independent in removing their own garments, such as coats and jackets.
4. Assist children in learning good housekeeping habits, such as putting materials away.
5. Guide children in helping to keep facilities clean and attractive.
6. May relieve classroom teacher for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs.
7. Help prepare and assemble materials.
8. Help children establish sanitary habits of toileting and personal hygiene that is suitable to their age level.
9. Work cooperatively with center staff and accept instructions and guidance from the director.
10. Observe policies of the center regarding work schedules, absences, and health regulations.

SELF-INVENTORY

Respond to the following questions by checking the appropriate space preceding the number.

YES NO

___ ___ 1. Do I enjoy being around children?
___ ___ 2. Am I neat in my personal appearance and work?
___ ___ 3. Do I have a pleasing voice?
___ ___ 4. Am I punctual (on time)?
___ ___ 5. Do I have initiative?
___ ___ 6. Do I apply myself to the job without being easily bored or distracted?
___ ___ 7. Do I adapt to new and unexpected situations easily?
___ ___ 8. Do I exert a positive leadership?
___ ___ 9. Can I work under pressure, when necessary, without becoming nervous and upset?
___ ___ 10. Do I have confidence in my abilities and skills?
___ ___ 11. Am I free from prejudice?
___ ___ 12. Am I emotionally stable, capable of taking things in stride?
___ ___ 13. Am I generally a good listener?
___ ___ 14. Do I have a sense of duty and responsibility?
___ ___ 15. Am I reliable? Could I be depended upon to do a job satisfactorily?
___ ___ 16. Could I cooperate well with fellow workers?
___ ___ 17. Do I make friends easily?
___ ___ 18. Could I cooperate with my supervisors and management?
___ ___ 19. Could I follow directions willingly and without argument?
___ ___ 20. Could I accurately carry out instructions?
___ ___ 21. Do I remember names and faces?
___ ___ 22. Can I accept criticism without feeling hurt?
___ ___ 23. Do I ask questions about things I do not understand?
___ ___ 24. Am I sincere in my interest in other people?
___ ___ 25. Do I enjoy being part of a group?

CHILD MONITOR CENTERS

1. Day care centers sponsored by non-profit corporations, church groups, foundations or civic organizations with fees based on the family's ability to pay.

2. Child care centers supported by funds provided by the State with fees graduated according to the family's income.

3. Private nursery schools and kindergartens supported entirely by fees from families who are able to pay for the services.

4. Head start programs supported by federal funds and generally under the management of a local board. This program can either be a 1/2 day or full day; one which provides cultural enrichment and therapeutic medical care for the disadvantaged child.

5. Federally operated day care centers supported by federal funds which are provided through the State child welfare program.

6. Public school kindergartens.

7. Private homes who have obtained licenses to operate.

CHILD MONITOR QUESTIONNAIRE

1. Does your organizations hire child monitors?
( ) Yes ( ) No

2. What is the salary paid them per hour? ______________

3. How many hours do the monitors work per day? ________

4. Do your monitors get a vacation with pay? ( ) Yes ( ) No
If so, how long? ______________

5. How do your workers receive their pay? ( ) Weekly
( ) Monthly ( ) Other. If other, describe. ______
____

6. How many children do you care for (approximately)? ___

7. How many children are in a group? ___

8. Are the children of any specific age? If so, what age
group? ______________________________________

9. What type of training do you require of your monitors?
____
____

10. What type of clothing do you prefer your monitors to
wear? ______________________________________

11. In your opinion, what is the better age for a monitor?
____

12. Are monitors given breaks throughout the day? If so,
explain. ____________________________________
____

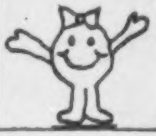
13. How many hours a day can a monitor expect to work? ___

Name ______________________________

Occupational Cluster Consumer and Homemaking - Child Monitor

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading "Duties of a Child Monitor"					
Completing the Self-Inventory					
Listing child monitor worker employers					
Completing the Child Monitor Questionnaire					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Director, Preschool DOT CODE: 092.137-010

DUTIES: A preschool director directs the activities of a preschool, day care center, or other child development facility to prepare preschool children for primary school. S/he prepares and submits the facility budget, authorizes the purchase of instructional materials and teaching aids, and interviews and recommends the hiring of teaching and service staff. The director confers with parents and teachers regarding activities, policies, enrollment procedures, and behavioral or learning problems. Reviewing and approving menu plans and food purchases may also be the responsibility of a preschool director.

WHERE EMPLOYED: Employment opportunities exist in private and public nursery schools, day care centers, and institutions for the mentally and physically handicapped.

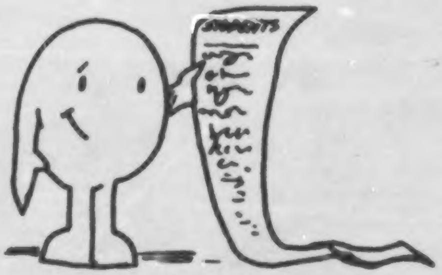
EMPLOYMENT OUTLOOK: Employment opportunities for preschool directors will likely remain steady throughout the 1980's. The majority of openings will result from the need to replace directors who leave the profession for various reasons.

EDUCATION AND TRAINING: Directors who work for public agencies are usually required to have a college degree in early childhood education or a similar field. Some positions require a graduate degree in administration. Educational requirements vary in private nursery schools.

SPECIAL QUALIFICATIONS: Persons interested in this type of work should enjoy working with young children and be able to work effectively with people. Competence in dealing with problem situations, patience, and dependability are essential qualities which preschool directors should possess.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of preschool directors vary depending upon the employing agencies. Most directors of public preschools earn from $15,000 to $25,000 per year. In addition to their salary, directors usually receive vacations and holidays with pay, health and life insurance, and retirement benefits.

WORKING CONDITIONS AND LIFESTYLES: The working conditions vary with the place of employment, but are usually pleasant. Most directors of preschools work a 5-day, 40-hour week. Special programs and activities may require additional involvement during evenings and/or on weekends.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Director, Preschool	092.137-010
Teacher, Preschool	092.227-018
Teacher, Kindergarten	092.227-014

OCCUPATIONAL TASK: Exploring the job of a preschool director

OCCUPATIONAL COMPETENCY: Preparing an attendance report

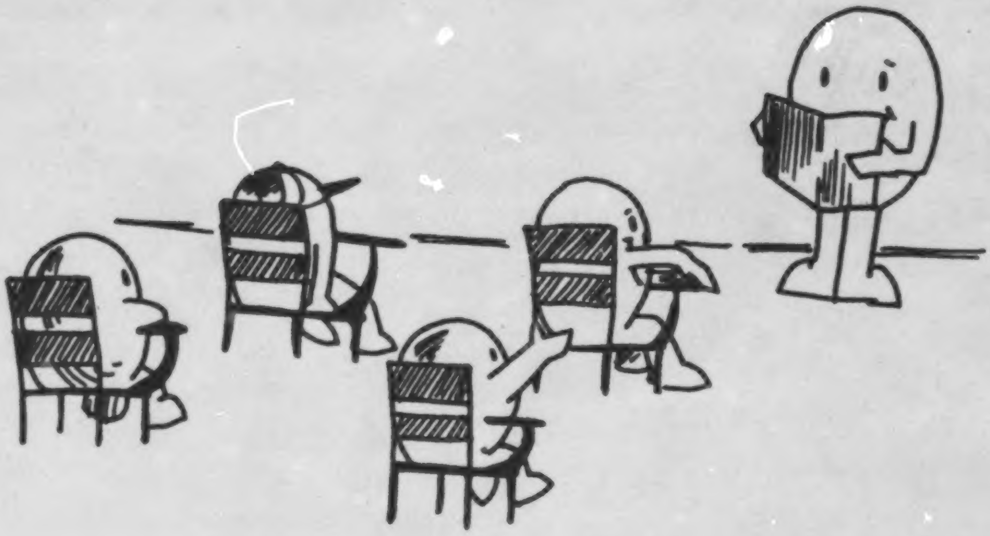
RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Sample attendance report forms
3. Instructions for completing an attendance report and page from attendance register
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand some of the job duties of a preschool director.
2. Determine your interests in this type of work.



LEARNING ACTIVITIES

1. Read the Career Information Sheet for preschool director.
2. Study the attendance report forms and read, carefully, the instructions for preparing an attendance report.
3. Correctly complete the attendance report on Worksheet A.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Preparing an attendance report.
2. Completing the Student Attitude Sheet.

INSTRUCTIONS FOR PREPARING AN ATTENDANCE REPORT

The attendance page from a register is needed to complete an attendance report. Beside each student's name are blank spaces representing days in the 6th school month for which school was open and in session. If the space has an X in it, this means the student was absent the entire day. A / in the blank indicates the student was absent 1/2 day. Names are coded (B) for boys and (G) for girls. Days for in-service and holidays will be written as such on the register page. STUDENT ATTENDANCE IS TAKEN ONLY FOR THOSE DAYS STUDENTS WERE REQUIRED TO BE IN SCHOOL.

When completing the attendance report, you must indicate the current month of the report, for example, 1st, 2nd, etc. The following information must also be included in the report:

1. Total days in session - this is the days students were required to be in school x the total number of students. For example there were 18 days in session and 20 students. Total days would be equal to 18 x 20 or 360 days.
2. Number of in-service days - will be written in-service day on register.
3. Number of holidays - specific holiday will be indicated on register.
4. Total number of girls - total number of code G.
5. Total number of boys - total number of code B.
6. Total days present - total for all students.
7. Total days absent - combined total for all students.
8. Total days absent and present - must be equal to total days in session.

Once this information is placed in the report, you must then sign your name to indicate that you prepared the report and record the date the report was prepared.

Sample Page from Register of Attendance that Would be Needed to Complete Attendance Report

STUDENT'S NAME	6TH MONTH - APRIL 1 - APRIL 25																			TOTAL DAYS	TOTAL DAYS
	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	PRES.	AB.
Arnold, Kimberly (G)																				15	0
Artly, Ralph (B)																				15	0
Barnes, James (B)		X					X					X			X		X	X	X	8	7
Buck, Sue (G)		/	X	X	X															11½	3½
Carter, Edie (G)									X											14	1
Clem, Mike (B)																				15	0
David, Andy (B)															X	X				13	2
Deal, Pat (B)																				15	0
Evans, Bob (B)																				15	0
Finch, Gloria (G)						X	X	X	X	X	X	X	X		X	X				5	10
Gray, Lora (G)									/	X	X	X	X							10½	4½
Hall, Bill (B)																	/			14½	½
Haley, Brian (B)										X										14	1
Jones, Karen (G)																				15	0
Lane, Tina (G)																X				14	1
Lewis, Beth (G)			/																	14½	½
Marks, Matthew (B)							/			X							/			13	2
Moore, Lisa (G)												X	X							13	2
Moore, Victor (B)																				15	0
TOTALS																					

COMPLETING AN ATTENDANCE REPORT

Using the sample page from register of attendance and the instructions for preparing an attendance report, correctly complete the following attendance report.

ATTENDANCE REPORT

Month ___________

1. Total number of days in session this month ______
2. Total number of in-service days this month ______
3. Total number of holidays this month ______
4. Total enrollment of girls ______
5. Total enrollment of boys ______
6. Total number of days present this month ______
7. Total number of days absent this month ______
8. Total number of days absent and present (This number must be same as number 1) ______

____
NAME

____
DATE

ANSWER KEY

ATTENDANCE REPORT

Month __________

1. 15 days x 19 students = 285 total days
2. 2 days of in-service
3. 2 days of holidays
4. 9 girls
5. 10 boys
6. 250 total days present
7. 35 total days absent
8. 285 total days absent and present

Name ______________________________

Occupational Cluster Consumer and Homemaking - Director, Preschool

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Reading the Career Information Sheet					
Preparing the attendance report					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Foster Parent DOT CODE: 309.677-014

DUTIES: Foster parents perform all the duties of natural parents. They care for the children, usually in their own home, as though they were their own. They feed, dress, discipline, train, and entertain them on a daily basis for a specified length of time. They are expected to nurse and nurture the children in a home environment that will comfort and sustain them during a period of transition to a permanent home. Their main duty is to strive for a normalizing routine that will duplicate the day-to-day continuity of a close knit family unit.

WHERE EMPLOYED: The foster parent is employed through a state or county licensed child placing agency (Welfare) which provides care for children in need of alternative living arrangements. This occurs when circumstances prevent the children from living with birth parents. The foster parents work (care for the children) in their own homes. Their homes may be designated as temporary or permanent foster care facilities depending on the various reasons a child cannot return to his/her natural home.

EMPLOYMENT OUTLOOK: There is a growing need for foster homes for children of all ages. The need for flexible families willing to parent special need children is one of the greatest priorities of the placing agencies. The need for foster parents is a growing one.

EDUCATION AND TRAINING: Foster parents attend an education series given by the agency to explain policy and expectations and to determine their continued interest. Participation in a Group Intake Workshop is mandatory. Common concerns and information families must have before the child arrives are shared through a group process. The sessions deal with legal aspects of the program, types of children in need of a home, liabilities and responsibilities of foster care, and preparation to receive a child.

SPECIAL QUALIFICATIONS: The foster parent must demonstrate the ability to make a commitment to a child and provide care for the duration of the placement period. They must be willing to provide maximum opportunities for the child's personal development. It is important that the foster parents be able to work as a team with the agency and provide continuity in the care of the child. The foster parent must possess the personal characteristics and relationship ability conducive to appropriate parenting.

EARNINGS AND ADDITIONAL BENEFITS: The Welfare Departments furnish monthly benefits for the care of children in foster homes. Each child has a medical card and an initial clothing allowance is made available if a need exists. Those with a handicap or a special physical/emotional problem may receive a larger benefit per month. Although the cost of living continues to rise, monthly payments may not be raised with state legislation.

WORKING CONDITIONS AND LIFESTYLES: Foster parents are encouraged to rear the children, placed in their care, as they would their own. Infants require continuous care which may be physically exhausting, while the older child may require more emotional involvement. Foster parents are expected to make strong commitments to the child and furnish a safe, secure, and healthy environment for the entire family.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Foster Parent	309.677-014
Day Care Worker	359.674-010
Nursery School Attendant	359.677-018
Child Monitor	301.677-010

OCCUPATIONAL TASK: Serving food to children

OCCUPATIONAL COMPETENCY: Planning a creative snack experience for children

RESOURCES and/or MATERIALS

1. Snacks for Tots Fact Sheet
2. Worksheet for planning creative activities
3. Any food supplies and equipment needed for the activity
4. Student Attitude Sheets

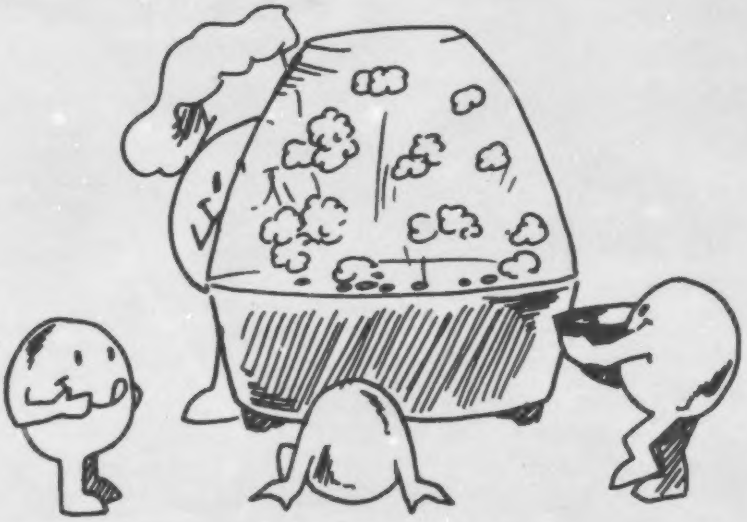
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Plan a nutritious snack for children.
2. Assess your interest in this type of work.

LEARNING ACTIVITIES

1. Read the "Snacks for Tots Fact Sheet."
2. Plan a snack that children could prepare and eat.
3. Invite younger children to classroom to participate in preparing and eating a snack. Make sure the snack is easy, appropriate, and fun for the age. If you cannot carry out the activity with children, role play the situation with class members. Complete the activity checklist at the conclusion of the activity.
4. Complete the Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the "Snacks for Tots Fact Sheet."
2. Planning a snack for children.
3. Completing Worksheet For Planning Activities.
4. Completing Activity Checklist For a Creative Snack Experience.
5. Completing Student Attitude Sheet.

SNACKS FOR TOTS FACT SHEET

Snacks help provide children with the energy they need between meals. However, they need not and should not spoil children's appetites and add many calories to their diets.

At both snack and mealtime children enjoy colorful, attractively arranged foods. Children like food which is simply prepared and easy to eat. They prefer food at medium, rather than very hot or very cold temperatures. Children often want to know what they are eating and may pull a sandwich apart or separate ingredients in a casserole. Generally, children prefer food served individually rather than in combination dishes. Arranging foods in the form of a toy or animal appeals to children. Putting faces on open-face sandwiches is one way to arouse their interest in eating.

Colorful plates, cups, straws, and napkins help to make eating a pleasant occasion.

Snacks should be served at a regular time each day. The time at which they are served will depend on when the children arrive at the center and when the noon meal is served.

Some suggestions for snacks are:

1. Let children spread different types of food on crackers and breads. Use combinations and let children decide which tastes good together.
2. Let children wash and prepare fresh fruits and vegetables then dip them in softened cream cheese, peanut butter, cinnamon and sugar, melted chocolate, or any other dip available.
3. Let children make popcorn following a recipe.
4. Serve finger food such as celery, carrot strips, cheese sticks.
5. Perk up open-face sandwiches by cutting them with cookie cutters; make a cheese sandwich with a pickle face, a meat sandwich with a cheese face, or make pinwheel roll-up sandwiches.
6. Freeze juice in an ice cube tray.
7. Serve soup in different containers with croutons.
8. Other nutritious snacks would be milk, crackers, cheese, cereal, ice cream, apple wedges, sliced oranges.
9. Make jellos and add vegetables or fruits to it; talk about the different colors, shapes, and textures.
10. Using a fresh pumpkin, show the children the different parts of the pumpkin and then toast the seeds and serve with juice for snacks.

WORKSHEET FOR PLANNING ACTIVITIES

1. Name of the activity:

2. Materials needed (include equipment):

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How will the children be encouraged to participate:

6. The location chosen for the activity:

7. Safety precautions that will be taken:

8. How the activity will be evaluated:

9. How children will benefit from the activity:

ACTIVITY CHECKLIST FOR A CREATIVE SNACK EXPERIENCE

Rate each of the following areas as good or room for improvement, give reasons for your response.

Name of Activity	Rating Good	Needs Improvement
1. Decided on suitable procedures to follow before the activity.		
2. Reminded children to wash hands.		
3. Provided a comfortable and relaxed atmosphere for the activity.		
4. Guided children toward independence in preparation and eating.		
5. Did not hurry the activity.		
6. Was patient with the children's efforts.		
7. Assisted children in wiping up spills and other clean-up routines.		
8. Encouraged children to try the snack.		
9. Praised children who ate the snack.		
10. Helped children develop positive attitudes toward food and eating.		
11. Encouraged children not to waste food.		

Name of Activity	Rating Good	Needs Improvement
12. Assigned children duties for the snack.		
13. Objectively completed the checklist.		

Name ______________________________

Occupational Cluster Consumer and Homemaking - Foster Parent

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Snacks for Tots Fact Sheet					
Planning a snack for children					
Supervising a snack experience					
Completing Worksheet for Planning					
Creative Activities					
Completing the activity checklist					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Nursery School Attendant **DOT CODE:** 359.677-018

DUTIES:

Nursery school attendants organize and lead activities of prekindergarten children in nursery schools or in playrooms operated for patrons of theaters, department stores, hotels, and similar organizations. They help children remove outer garments. These workers organize and participate in games, read to children, and teach them simple painting, drawing, handwork, songs, and similar activities. They may direct children in eating, resting, and toileting. In addition to these activities, they help children to develop habits of caring for their own clothing and picking up and putting away toys and books. Lastly, other duties performed by these attendants include maintaining discipline, serving meals and/or refreshments to children, regulating their rest periods, preparing food, and/or cleaning quarters.

WHERE EMPLOYED:

Employment opportunities exist in nursery schools, day care centers, kindergartens, recreational programs, and hospital and therapy centers. At the semi-skilled level, a person may find employment in special training centers such as institutions for mentally or physically handicapped, in children's clinics, or in private homes. Job opportunities may also exist in family resorts, large department stores and shopping malls, country clubs, churches, and private and public nursery schools and kindergartens.

EMPLOYMENT OUTLOOK:

The demand for both full and part-time workers in this area is highly due to

	both parents working, the increase in single parents, and the demand for high quality child care workers.
EDUCATION AND TRAINING:	Training with respect to nursery school attendants varies from 30 days to two years. A high school education or equivalent is desired. Home economics courses in child care and development or vocational school training in occupational child care are helpful. Some on-the-job training may be necessary.
SPECIAL QUALIFICATIONS:	Aspirants should have the ability to get along well with people. Good health is a necessity because of many contacts with other people and the demands of physical strength involved.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings will vary with employers. Public schools may offer wages slightly above minimum guidelines and provide good fringe benefits.
WORKING CONDITIONS AND LIFESTYLES:	Depending upon the establishment providing the nursery school service, many workers may be required to go to work very early and stay late. The majority of work would be performed indoors except during pretty weather when play time was outdoors. Most of these workers would be employed five days a week year round except for a vacation period.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Nursery School Attendant	359.677-018
Day Care Worker	359.677-018
Playroom Attendant	359.677-026
Kindergartener	359.677-026

OCCUPATIONAL TASK: Exploring the job of a nursery school aide

OCCUPATIONAL COMPETENCY: Supervising nursery school children

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Self-Inventory
3. Case studies
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the responsibilities of a nursery school attendant.
2. Decide more intelligently how to deal with specific case study situations about supervising nursery school children.
3. Determine whether you would like this type of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for nursery school attendant.
2. Complete the self-inventory on Worksheet A to help you determine your interest in this type of work.
3. When given a case study situation on the supervision of nursery school children, decide how to best handle the situation.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting Worksheet A to the teacher.
2. Participating in Case Studies activity.
3. Completing Student Attitude Sheet.

WORKSHEET A

Self-Inventory

	YES	NO	NEED IMPROVEMENT
1. Do you like children?	___	___	___
2. Do you feel at ease with children?	___	___	___
3. Do you know how to talk with children?	___	___	___
4. Do you know how to feed children of different ages?	___	___	___
5. Do you recognize safe and unsafe toys?	___	___	___
6. Do you know what toys are suitable for different age levels?	___	___	___
7. Do you know what to expect from children of all ages?	___	___	___
8. Do you practice good safety habits around children?	___	___	___
9. Do you know what to do if an accident does occur?	___	___	___
10. Do you know who to contact in case of an emergency?	___	___	___
11. Do you know a few games or stories to use with children?	___	___	___
12. Do you know how to handle discipline problems?	___	___	___

CASE STUDIES

SITUATIONS IN GUIDING NURSERY SCHOOL CHILDREN

Decide which statement describes most nearly what you think should be done for each situation. Give your reasons for thinking it is the best thing to do in the situation.

1. Some three-year old children are playing together in the sandbox at nursery school. Jane, a shy, quiet child, stands for some time watching them. You:

____a. ask Jane if she wants to play in the sand.
____b. put a spoon and truck near Jane.
____c. ask the children to invite Jane to play.

2. John is an active, aggressive three-year old. For no apparent reason he hits Jane as she walks past him on her way to the sandbox. Jane runs to you crying, "John hit me. He's a naughty boy." You say:

____a. "John, you mustn't hit children. We don't do that at nursery school.
____b. "That's too bad. I hope it didn't hurt much," and then add, "Were you going to play in the sandbox?"
____c. "You can hit him when he does that. You needn't come to me."

3. Three children are walking up a steeply inclined board and climbing onto the jungle gym. Three other children are playing in the sandbox nearby. You are supervising the play yard. You stand:

____a. close to the children on the inclined board.
____b. close to the sandbox.
____c. halfway between the two groups.

4. Jane is playing in the housekeeping corner when she notices you sitting nearby. She looks at you a minute and then says, "I don't like you." You reply:

____a. "Oh, I'm sure that you do. You like everyone in school."
____b. "I like you. Maybe you'll like me when you know me better."
____c. "You should not say that. It's not nice."

5. During lunchtime, John takes a big bite of mashed potato, spilling some of it in his lap. You say:

____a. "Don't take such a big bite, John, and then you won't spill."
____b. "Take little bites, John. See what nice little bites Janet is taking."
____c. "Take little bites, John. Then it will all go in your mouth."

6. Three-year old Jane who has taken almost half of the available clay starts to reach for some more. Several other children are using the clay. You say:

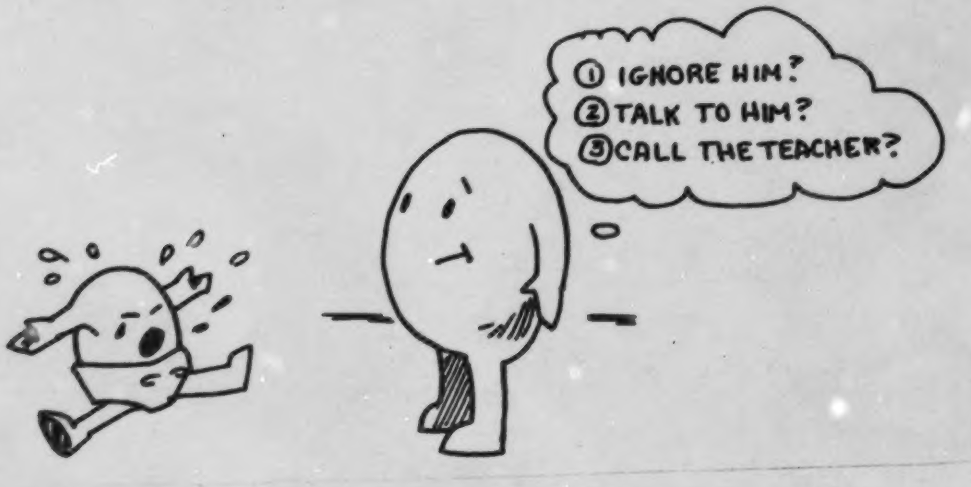
   ____a. "Aren't you going to let the other children have some of the clay?"
   ____b. "You must not take any more clay, Jane. The other children want to use it too."
   ____c. "Use the clay you have, Jane. The rest of the clay is for the other children to use."

7. You see four-year old Bob hitting his playmate, Mary, because he wants the tricycle she is using and she won't give it to him. You stop Bob, saying:

   ____a. "You are a naughty boy to hit like that. You go into the house and play until you can behave."
   ____b. "You should hit him right back, Mary. That will teach him not to act that way."
   ____c. "Mary's using the tricycle, Bob. You can tell her you want it when she's through. I'll help you find something else to do while your're waiting."

8. John is angry because there isn't time left for painting. He shouts at you, "You old stink pot." You say:

   ____a. "I know how you feel. It makes you pretty cross not to be able to paint when you want to."
   ____b. "Let's talk about something pleasant, John."
   ____c. "You mustn't talk to people that way, John. They won't like you."


① IGNORE HIM?
② TALK TO HIM?
③ CALL THE TEACHER?

Name ______________________________

Occupational Cluster Consumer and Homemaking - Nursery School Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the Career Information Sheet					
Completing the self-inventory					
Responding to the case study					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Playroom Attendant　　**DOT CODE:** 359.677-026

DUTIES:

Playroom attendants direct and guide the activities of three-to-five year olds. These are pre-kindergarten children enrolled in day-care centers or nursery schools. The playroom attendant is required to initiate activities that will contribute to the physical and emotional well-being of the children, stimulate learning, and encourage friendliness and cooperation. They are responsible for planning, organizing, and supervising these activities. They may greet children on arrival, assist in story time and/or discussion groups, and help with snacks and rest periods. While outdoors, they help with free play, group games, nature walks, and look for opportunities to encourage fair play and sharing. They work under the supervision of a teacher and follow a routine set by the school or teacher.

WHERE EMPLOYED:

Playroom attendants are employed in day-care centers and nursery schools located in cities of all sizes. They work in privately owned schools or those operated by churches, other non-profit organizations, Federal or local government agencies. Some are employed by large corporations that run centers for the benefit of the children of employees.

EMPLOYMENT OUTLOOK:

The demand for child-care services is growing because of the great number of women entering the work force. This in turn opens the field for employees in new and already existing child-care facilities. As in most fields, new employees are needed to fill the vacancies

	resulting from workers retiring and leaving for other reasons.
EDUCATION AND TRAINING:	A high school curriculum including, English, art and crafts, music, home economics, physical education, and social studies is recommended. Participation in scouting or other child related projects will give added experience. Those interested in working for a nursery school should check educational requirements of the states in which they wish to work.
SPECIAL QUALIFICATIONS:	Attendants should have an understanding of young children and an interest in their growth and development. They should be alert, dependable, tolerant, have patience, tact, emotional stability, and a sense of humor. Good health and stamina are required.
EARNINGS AND ADDITIONAL BENEFITS:	Salaries may vary with geographical area, size and type of school, education and certification requirements, and whether employment is full or part-time. Privately owned schools may pay more than those operated by churches or service organizations.
WORKING CONDITIONS AND LIFESTYLES:	Most nursery schools are clean, well ventilated, and adequately furnished with toys and equipment. Conditions range from noisy, during play, to very quiet during rest periods. Work is carried on outdoors as well as indoors. Attendants come in frequent contact with parents and work with other personnel, such as teachers, assistants, directors, and/or cooks.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Playroom Attendant	359.677-026
Child Monitor	301.677-010
Teacher, Kindergarten	092.227-014
Child-Care Attendant, School	355.674-010

OCCUPATIONAL TASK: Telling children's stories

OCCUPATIONAL COMPETENCY: Selecting and telling a story

RESOURCES and/or MATERIALS

1. Variety of children's literature
2. How to Choose Stories for Telling or Reading
3. Checklist for Reading a Story
4. How to Tell a Story
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better select and evaluate suitable books for story telling to young children.
2. Describe how to tell a story to a young child.
3. Tell a children's story using gestures, voice variations, and/or visual aides.

LEARNING ACTIVITIES

1. Read "How to Choose Stories for Telling or Reading."
2. Select one children's book. Using Checklist A, evaluate the book for its suitability for a young child.
3. Select a children's story to read or tell to a group of nursery school children; role play the situation with your class members. Complete Checklist B at the conclusion of this activity.
4. Check with your local library to see if they offer a story hour. If they do, this would be an excellent way to gain experience in working with children. If they don't, perhaps you could work together to begin a story hour for young children.
5. Complete Student Attitude Sheet.

Children's
Storiеs

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Evaluating a book for its suitability for a young child.
2. Selecting and reading expressively a child's story.
3. Completing and submitting to the teacher: Checklist A, Checksheet B, and the Student Attitude Sheet.

CHECKLIST A

HOW TO SELECT BOOKS AND STORIES FOR CHILDREN

		YES	NO
1.	Is the paper used in the book firm and difficult to tear?	____	____
2.	Is the cover sturdy, with the pages well bound?	____	____
3.	Is the size of the book easy for the child to handle?	____	____
4.	Is the print large enough to attract the child's eye?	____	____
5.	Is the artwork clear and simple in design?	____	____
6.	Is the theme or plot dealing with the concerns of children?	____	____
7.	Is the theme and plot free from prejudice?	____	____
8.	Is the story easy to follow?	____	____
9.	Is the story based on action and surprise?	____	____
10.	Is the ending of the story satisfactory?	____	____

CHECKSHEET B

STORY TELLING TECHNIQUES

		YES	NO
1.	Was the story easy to tell?	____	____
2.	Were the children seated comfortably in front of me?	____	____
3.	Did I look at the children?	____	____
4.	Did I heighten the effect by pausing?	____	____
5.	Did my voice show good variety?	____	____
6.	Did I use gestures or facial expressions when needed?	____	____
7.	Was the tempo and length suited to the children?	____	____
8.	Did the children understand the story?	____	____
9.	Was the story one I could tell over and over again without the children tiring of it?	____	____
10.	Did I enjoy telling the story?	____	____

HOW TO CHOOSE STORIES FOR TELLING OR READING

Children enjoy stories:

- About things that go - trains, fire engines, boats.
- About animals.
- With jingles or rhymes.
- About themselves.
- About things they know - the grocery store, the farm, the apartment building.
- Told in small groups for short periods of time.

Children also enjoy:

- Large familiar books.
- Books with many clear pictures.
- Stories with simple plots.
- Stories which are easily understood.
- Stories on familiar topics.
- Stories which are well written.

CHECKLIST FOR READING A STORY

1. Prepares children for story time by putting away toys and personal possessions.

2. Sits on low chair facing group and holding the book where children can all see easily.

3. Reaches to turn the book's pages without moving the book.

4. Develops eye contact with the children.

5. Reads in a well-modulated, natural voice that carries well to all.

6. Allows the children to ask questions or make additions but goes on with the story at the right time.

7. Reads with expression.

8. Uses grammatically correct language that the children can understand.

9. Explains unfamiliar words simply.

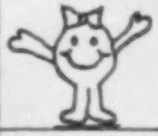
10. Shows an understanding of children's feelings and interest.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Playroom Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Choosing a story for telling or reading					
Evaluating a book for young children					
Completing Check-list A					
Completing Check-sheet B					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Teacher, Kindergarten DOT CODE: 092.227-014

DUTIES:

Kindergarten teachers provide a sound foundation for more advanced study by introducing students to basic concepts of such subjects as math, science, language, and social studies. Trying to instill good work and study habits is as important as teaching specific knowledge to the preschooler. Teachers may use films, slides, develop instructional games, arrange class trips and projects, while attending to the physical and emotional needs of a group of five year olds. Most kindergarten teachers instruct a single group of students in several subjects, although some school systems hire team teachers or aides to help with the teaching. Outside the classroom, they attend faculty meetings, supervise school activities, participate in workshops, and take courses at colleges and universities to keep up to date scholastically.

WHERE EMPLOYED:

Most kindergarten teachers work in public schools, while others teach in private or parochial schools, and a few are employed in institutions for the mentally and physically handicapped. Most kindergarten teachers work in elementary schools, which contain four to six grades. They may be employed by the state, county, township, or burrough depending on the local government.

EMPLOYMENT OUTLOOK:

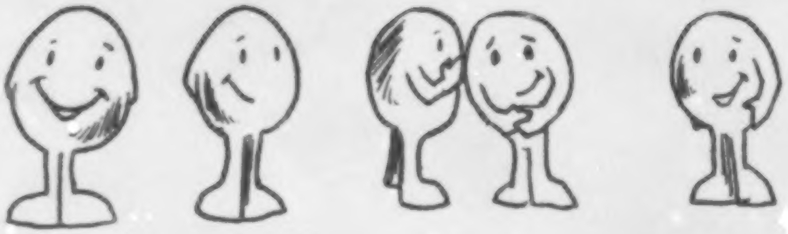
Kindergarten teachers may face a growing competition for jobs throughout the 80's. Pupil enrollment will largely determine the number of teachers to be hired. Recent graduates who command lower salaries, and have recent training may be preferred over reentrants with more experience. Increased emphasis on early childhood programs for the disadvantaged may result in higher employment.

EDUCATION AND TRAINING: A bachelor's degree from an accredited institution is a requirement. Graduates must have student teaching and other education courses. Local school systems frequently have other additional educational requirements. All 50 states and the District of Columbia require that teachers be certified by the Department of Education in the state where they teach. Most states require continuing education update after a teacher is hired.

SPECIAL QUALIFICATIONS: Teachers should be creative, patient, and dependable. They should be interested in children and involved in their educational emotional development. It is important that the teacher be competent in handling classroom situations.

EARNINGS AND ADDITIONAL BENEFITS: Average salaries for beginning teachers range from $10,000 to $14,000 per year. Yearly increment, plus graduate hours, and higher degrees may raise the average for tenured teachers from $20,000 to $30,000 per year. Teachers have paid holidays, sick leave, plus medical and retirement plans.

WORKING CONDITIONS AND LIFESTYLES: In addition to classwork, most teachers spend many hours supervising extracurricular activities, grading papers, planning lessons, making reports, and attending meetings. Most kindergarten teachers work ten months during a school year. Some may teach summer school, tutor students, take college courses, or work at another job. They spend considerable time standing, walking, kneeling, and even sitting on the floor.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

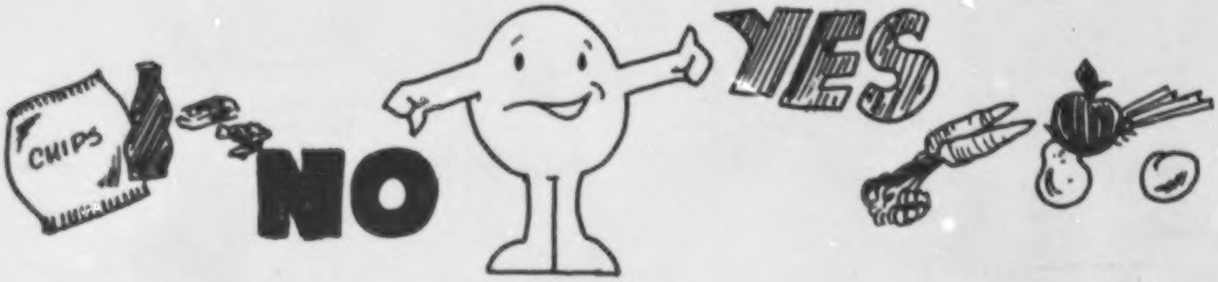
OCCUPATIONAL FAMILY: Child Care

REPRESENTATIVE JOB TITLES:

Teacher, Kindergarten	092.227-014
Child-Care Attendant	355.674-010
Playroom Attendant	359.677-010
Child Monitor	301.677-010

OCCUPATIONAL TASK: Exploring child care

OCCUPATIONAL COMPETENCY: Planning an activity pertaining to the four food groups



RESOURCES and/or MATERIALS

1. Fact sheet on food habits for young children
2. Conversation with a young child
3. Variety of foods for choosing food enjoyable to children
4. Worksheet for planning creative activities
5. Student Attitude Sheet
6. Ideas for food and tots
7. Basic Four Fact Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the necessity for using a variety of teaching techniques.
2. Realize the importance of the teacher promoting healthy eating habits for children.
3. Recognize learning activities that teach values to children in simple, effective, and interesting ways.

LEARNING ACTIVITIES

1. Read the "Fact Sheet on Food Habits for Younger Children" to discover some facts about children and food.
2. Interview small children at a local kindergarten or nursery school or in your community to find which foods they like or dislike. Share your findings with the class and compare the findings to Activity 1.
3. When given a variety of foods, choose foods which would be enjoyable to children five years old. Give reasons for your choices.
4. Read the "Basic Four Fact Sheet."
5. Make a game or prepare another learning activity that teaches the value of the Basic Four Food Groups (food nutrients, functions, and sources) to young children. See the "Ideas for Foods and Tots" sheet and then plan your learning activity by completing the Worksheet for Planning Creative Activities. Present your activity to a group of children or role play the situation with class members.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading "Fact Sheet on Food Habits for Younger Children" and "Basic Four Fact Sheet."
2. Preparing a learning activity with respect to the Basic Four Food Groups.
3. Participating in learning activities.
4. Completing and submitting Student Attitude Sheet to the teacher.

FOOD HABITS OF YOUNGER CHILDREN

Good food habits start early.

Sometimes children will like a particular food and sometimes they won't.

The things they eat and how much they eat depends on how active they are. This switches from day to day.

Children like different textures, shapes, and colors.

If a child does not like a particular food, one from the same food group will do as well.

Good eating habits promote good dental health and healthy bodies now and for the future.

Few children escape developing one or more eating problems.

Once an eating problem develops, it is hard to get rid of it.

Eating problems lead to the development of unfavorable attitudes toward meals on the part of the child and his/her parents.

WORKSHEET FOR PLANNING CREATIVE ACTIVITIES

1. Name of the activity:

2. Materials needed (include equipment):

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How the children will be encouraged to participate:

6. The location chosen for the activity:

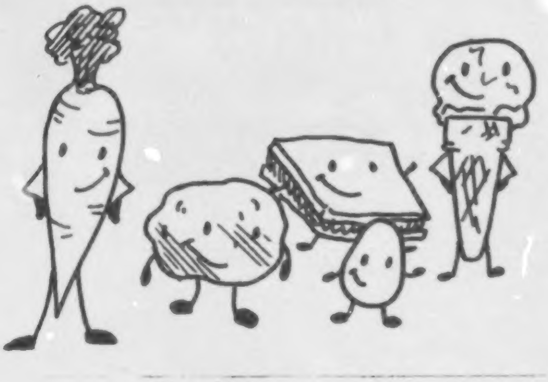
7. Safety precautions that will be taken:

8. How the activity will be evaluated:

9. How children will benefit from the activity:

BASIC FOUR FACT SHEET

Children like and enjoy eating and it's important that they eat nourishing foods. A child's nutritional needs are greater in proportion to his/her size than those of an adult. S/he grows faster and needs more food for his/her size during the first two or three years of his/her life than s/he will at any other age. This doesn't mean, however, that a child needs more food than an adult. This mistaken idea has led many adults to be overly concerned about the amount of food children eat. The amount is not as important as the kinds of food s/he eats.



Until a child is 10-12 years old, s/he will need smaller amounts of protein, most of the vitamins, and iron than adults. Remember, however, that these amounts are larger in proportion to his/her size than for an adult. The only nutrients for which the requirements are larger than for an adult than for a child are minerals, calcium, phosphorous, and vitamin D.

The National Dairy Council's guide, Good Eating for Children recommends the following daily servings from the Basic Four Food Groups:

1. Milk - 3 or more glasses. Foods made with milk can supply part of this.

2. Meat and eggs - 2 or more servings.

3. Vegetables and fruits - 4 or more servings. Include some dark green or yellow vegetables and tomatoes or one citrus fruit.

4. Bread and cereals - 4 or more servings.

Eating foods from these four food groups will supply the child with nutrients s/he needs for energy and body growth and repair. The nutrients and their bodily functions are: 1) protein which forms the base of every cell in the body, and anyone who is growing needs it. 2) fat is how the body stores up extra fat. When a person has not eaten for a while and needs energy; that energy can come from body fat. 3) minerals are found in most foods. Three very important minerals for the body are iron which is necessary for building red blood cells; calcium which is needed for forming the bones and teeth; and iodine which makes the thyroid gland work. 4) vitamins help prevent illnesses from developing. Some vitamins the body needs are vitamin A for good vision, healthy skin, good teeth, and strong bones; vitamin B for the development and functioning of the brain and nerve tissues; vitamin C to help the body fight off infection and to heal wounds and cuts; vitamin D helps the body correctly use calcium; and vitamin E helps make red blood cells.

IDEAS FOR FOOD AND TOTS

Some basic concepts children can understand for this subject are:

1. All people, regardless of age, need food to eat and water to drink in order to live.

2. The right foods give us energy and many other things we need to grow, work, and play.

3. There are many kinds of food: milk and cheese, vegetables, fruits, meat, eggs, fish, poultry, bread, and cereals.

4. We can enjoy food in many ways: its color, its taste, its texture, its smell.

5. Some things we eat are called "empty calorie foods" because they contain few or no vitamins, minerals, or protein and are not necessary for good health, for example, candies, potato chips, soda pop, spices, and some seasonings.

6. Some people cannot eat all foods because they have allergies or other physical handicaps such as diabetes or high blood pressure.

7. Each food has a different (special) taste or flavor.

8. Foods can be eaten in several ways: drinking, using fingers, using forks, spoons, or sometimes using a straw.

Suggestions for teaching nutrition to young children:

1. Tell a story about a food.

2. Have a tasting party.

3. Mount pictures of foods from the Basic Four Food groups onto heavy pictures, then cut into pieces resembling a jigsaw puzzle. Have the child match pieces, then put into the right group.

4. Music, finger plays, games, puppet play. Example song "What Foods Do You Like?" (sung to the tune of "Oats, Peas, Beans"). Teacher sings to the children: and the children repeat./

Eggs and milk and ba-con strips.
Eggs and milk and ba-con strips.
Do you, do you, do you, do you?
Like eggs and milk and ba-con strips.

Other combinations of food may be used, for example:

dan-ish rolls and or-ange juice
pea-nut but-ter, jel-ly too
ap-ples, grapes, and can-ta-loupe
cheese and pie with cold ice cream
car-rots (or let-tuce, spin-ach) and po-ta-toes
milk and fruit and ce-re-al

Name ______________________________

Occupational Cluster Consumer and Homemaking - Teacher, Kindergarten

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading fact sheet on food habits					
Reading conversation with a five year old					
Interviewing small children					
Choosing foods enjoyable to young children					
Reading the basic four fact sheet					
Listing ways to serve new foods to children					
Planning and presenting your learning activity					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: **Clothing Designer** DOT CODE: 142.061-018

DUTIES: Clothing designers originate ideas for new styles of clothing for men, women, and/or children. They may specialize in accessories, swim wear, or lingerie. Rough sketches are reworked until results are accomplished in shape, line, fit, fabric, color, and trim. Ideas are researched in libraries, museums, and fashion centers. Public demand, current fashion trends, and cost must be considered. Final designs are transferred to muslin to be draped, cut, and experimented to correct fit. The muslin must then approximate the detailed scale drawings of the design. Designers must estimate costs, display styles for buyers and clients, and be responsible for planning, organizing, and supervising work for assistants.

WHERE EMPLOYED: Designers work for private clientele, custom specialty shops, boutiques, and manufacturers of ready-to-wear clothing. Most create their designs independently and must, therefore, coordinate their efforts with management, marketing, and production personnel.

EMPLOYMENT OUTLOOK: Employment is expected to increase for clothing designers through the mid 1980's. Recognition of the United States as a fashion trend setter should create a demand for designers. As in most professions, positions will open to replace present designers who retire, are promoted, or leave for other fields.

EDUCATION AND TRAINING: College entrance program in school should include art, sewing, fashion history, and cultural subjects. A formal two or four-year college program in clothing or fashion design is required. Courses should include drawing, pattern making, draping, grading, construction, textiles, and principles of color and design. One should also study planning, pricing, and promoting of seasonal lines. Most employers recommend at least one year of on-the-job training.

SPECIAL QUALIFICATIONS: Aspirants should possess creativity, a keen interest in fashion, imagination, and artistic aptitude. They should be proficient in drawing, cutting, and sewing and always ready to accept change. Good eye-hand coordination, depth perception, color balance, and finger-hand dexterity are important.

EARNINGS AND ADDITIONAL BENEFITS: Ability, reputation, and type of employment regulate earnings. Beginners starting as helpers may earn less than $10,000 a year. Average salaries for experienced designers may range from $10,000 to $19,000 a year while highly successful designers may earn from $20,000 to $35,000. Those few designers with their own line of fashions may conceivably earn as much as $50,000 to $90,000 per year. Except for seasonal deadlines, the standard 40-hour work week is observed. Fringe benefits for designers for manufacturers are similar to that of other employees with respect to vacations, sick leave, and retirement.

WORKING CONDITIONS AND LIFESTYLES:

Working conditions generally are good. Departments are clean, well lighted, and air conditioned, but may be crowded with equipment and personnel. Work requires considerable standing, reaching, bending, and stretching. Those employed by small companies work alone or with one or more assistants, but those with large manufacturers may work with other designers.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:		
	Clothing Designer	142.061-018
	Textile Designer	142.061-014

OCCUPATIONAL TASK: Exploring the job of a clothing designer

OCCUPATIONAL COMPETENCY: Applying detail to a basic design to create a different look

RESOURCES and/or MATERIALS

1. Basic Design Sheet
2. Pencils
3. Erasers
4. Magazines or catalogues
5. Rulers
6. Coloring materials (pencils, crayons, magic markers) optional
7. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Better understand the responsibilities of a clothing designer.
2. Apply detail to a basic design to create a different look.
3. Complete the Student Attitude Sheet.

LEARNING ACTIVITIES

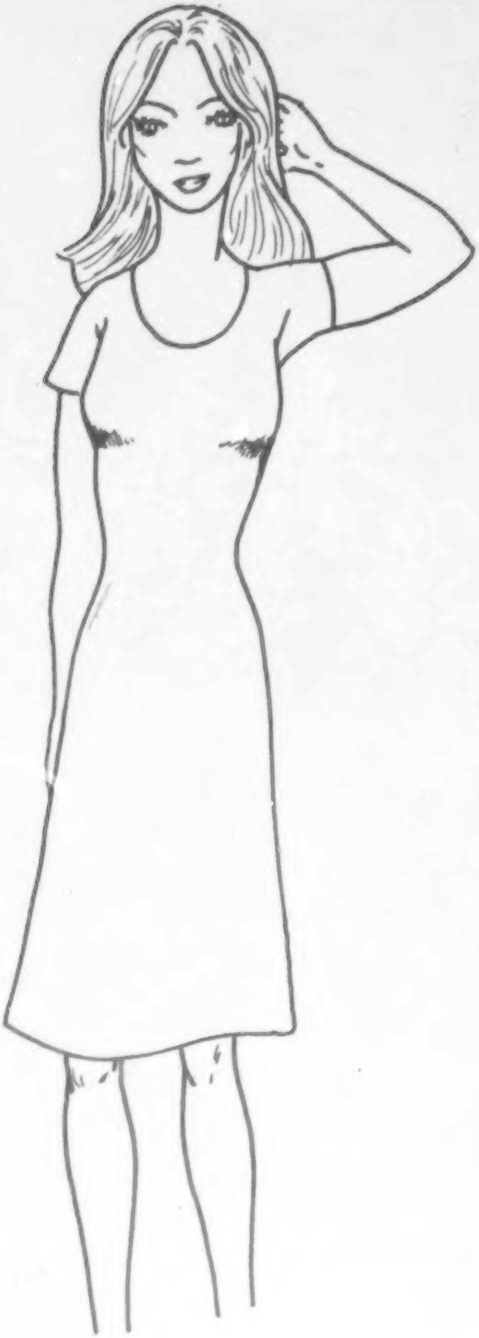
1. Read the Career Information Sheet.
2. Check magazines and catalogues to determine current trends in fashion.
3. After examining available material, apply your details to the basic design. No detail is wrong, but trial and error may produce a better design.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the Career Information Sheet.
2. Examining materials with respect to current trends in fashion.
3. Applying detail to a basic design and submitting completed product to the teacher.
4. Completing the Student Attitude Sheet.

Basic Design Sheet

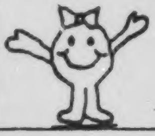


Name ____________________

Occupational Cluster Consumer and Homemaking - Clothing Designer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Applying detail					
Coloring					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

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CAREER INFORMATION SHEET

JOB TITLE: Demonstrator, Sewing Techniques 297.454-010

DUTIES:	Demonstrators show customers sewing machines and their various operation in retail stores, specialty shops, fabric stores, appliance centers, and at exhibits. They display their machines, explain their features, recommend procedures for use, and answer questions. Some demonstrators may perform sales duties, suggest improvements to employers or manufacturers, and train other demonstrators. In addition, they teach recommended procedures for cutting fabric, basting, assembling, and machine sewing. They demonstrate the use of attachments and instruct customers on alterations. Lastly, they may originate and demonstrate techniques that will produce a professional look with use of their machines.
WHERE EMPLOYED:	Demonstrators are employed by manufacturers of sewing machines. Retail stores, fabric shops, outlet stores, appliance stores and self-owned stores may all use demonstrators to some extent. Some travel to exhibits and home shows where promotion, not sales, is the main purpose. They may attend trade, promotional, or educational exhibits to answer questions and/or describe machines.
EMPLOYMENT OUTLOOK:	Employment in this field is expected to grow because of the great surge in home sewing. Many prospective buyers are unskilled in the use of sewing machines and need some training. Machines are more complicated and perform more operations which must be taught to reduce trial and error damage. There are more foreign-made

machines sold in this country which will increase the need for demonstrators. There is also a growing trend for the merger of fabric and machine sales. The demonstrator uses the fabric in the demonstration thereby increasing interest in both fabric and machine. There will be some openings for part-time work and the usual openings that arise from the need to replace those leaving the field for retirement, advancement, or other jobs.

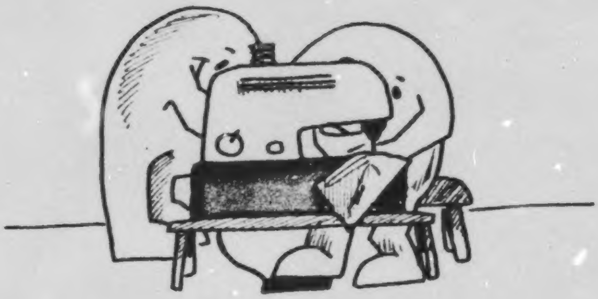
EDUCATION AND TRAINING: Most training is done on the job by a trained demonstrator. High school graduates with a knowledge of clothing construction and textiles are preferred. Experience can be gained by studying the manual and "hands-on" use of the machine. Department heads and direct manufacturer representatives must have a college degree or advance through experience that may be extensive. Home economists with emphasis in clothing construction may be hired as demonstrators or teachers on a full or part-time basis.

SPECIAL QUALIFICATIONS: A demonstrator should be friendly and able to communicate with people openly. S/he must be able to understand and follow written instructions. A demonstrator should be able to give written or oral instructions and exercise patience. Good eyesight and manual dexterity are vital. An interest in fashion, textiles, and selling is important. A good imagination, creativity, and knowledge of display techniques may result with an increase in sales.

EARNINGS AND ADDITIONAL BENEFITS: Earnings are determined by the type of employer. Those working for a retail or fabric shop receive the same wages as other employees except for commission. The department head may earn from $180 to $200 per week plus commission. Experience and skill may merit period increases. Retirement, sick leave, vacation, and hospitalization benefits are set by employers. Those in management positions may earn in excess of $16,000 plus commission for all sales in their store or district.

WORKING CONDITIONS AND LIFESTYLES:

A demonstrator should be able to deal with retail hours. Although 40 hours a week are usual, most stores are open till nine or ten o'clock at night. Some establishments are open on Saturdays and Sundays. Work areas are usually clean, well lighted, and ventilated, but usually crowded due to cost of commercial space. Some traveling may be involved if the demonstrator works exhibits or has more than one store to serve. Most demonstrators sew their own displays and are able to buy their fabrics at one-half price. After a reasonable period of displaying them, they may get to keep them for their personal use.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:

Demonstrator, Sewing Techniques	297.454-010
Demonstrator	297.354-010
Exhibit-Display Representative	297.367-010
Displayer, Merchandise	298.081-010

OCCUPATIONAL TASK: Exploring the job of a sewing techniques demonstrator

OCCUPATIONAL COMPETENCY: Demonstrating a sewing technique

RESOURCES and/or MATERIALS

1. Demonstration Technique Suggestion Sheet
2. Sewing machine(s)
3. Sewing machine manual
4. Fabric squares
5. Thread
6. Poster paper (optional)
7. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Recognize some of the functions performed using sewing machines.
2. Determine your interests in this type of work.

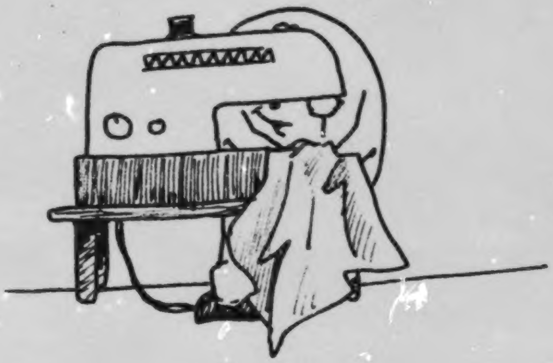
LEARNING ACTIVITIES

1. Read the Demonstration Techniques Suggestion Sheet.
2. Study your sewing machine manual.
3. Practice!
4. After reading, studying, and practicing, role play a demonstration of a sewing technique.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in reading printed materials.
2. Participation in practicing sewing at machine.
3. Role playing a demonstration of a sewing technique.
4. Completing and submitting to the teacher the Student Attitude Sheet.



Demonstration Technique Suggestion Sheet

DEMONSTRATE HOW TO:

1. Thread the machine
2. Wind a bobbin
3. Change the attachments
4. Make a seam
5. Use the different stitches
6. Use an attachment
7. Make a buttonhole
8. Darn a hole
9. Use the zigzag (finish seams, sew elastic, darn a hole, etc.)
10. Appliqué
11. Sew a straight line (circle, make corners, increase or decrease stitch length, etc.)
12. Make a gather in the material
13. Sew stretch fabric (stretch stitch)
14. Use decorative stitches
15. Clean and oil the machine

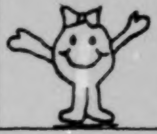
Name ________________________________

Demonstrator

Occupational Cluster Consumer and Homemaking - Sewing Techniques

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading printed materials					
Practicing sewing techniques					
Role playing a demonstration					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ________________________________

____

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CAREER INFORMATION SHEET

JOB TITLE: Dressmaker DOT CODE: 785.361-010

DUTIES:

Persons aspiring to work as dressmakers should be skilled in cutting, fitting, and making alterations required in making female attire. They may also be involved in designing, making patterns (or using commercial patterns), cutting, assembling, basting, and using hand or machines in sewing garments. Some dressmakers do all phases of work, while others specialize in custom, repair, or alteration dressmaking. Dressmakers take and record customer's measurements and make patterns or adjust commercial patterns to insure fit. Patterns are pinned to fabric, cut, pattern markings transferred, basted, and assembled according to directions. Customers may need at least two fittings to insure custom fit and detail.

WHERE EMPLOYED:

Dressmakers may work in small or large dressmaking shops, dry cleaning or laundry establishments, retail stores, dress shops, or be self-employed at home, or in business. Large cities have alteration shops that employ repair, alteration, and custom dressmakers.

EMPLOYMENT OUTLOOK:

Employment prospects are fair through the 1980's. Many persons have at least some of their clothing custom made, although the majority of people purchase ready-to-wear. The largest demand is for repair and alterations. Most employment opportunities will occur in replacement of present workers. Some new fields, such as costume making for theme parks, employ dressmakers with a flair for fashion.

EDUCATION AND TRAINING: High school graduation with further specialized training in dressmaking is recommended for entry level jobs. Dressmaking courses from a vocational/technical school or a Junior College or an apprenticeship under an experienced dressmaker will develop skills necessary to qualify as a dressmaker. Some schools offer specialized programs in dressmaking and are listed in The College Bluebook-Occupational Education.

SPECIAL QUALIFICATIONS: Artistic aptitude, good eyesight, finger dexterity, eye-hand coordination, and color discrimination are essential for persons considering a career in dressmaking. They should be able to follow both written and/or oral instructions, take accurate measurements, express themselves clearly, and get along well with others. As in most product-producing careers, pride in work is important.

EARNINGS AND ADDITIONAL BENEFITS: Wages depend on ability, experience, place of employment, and type of duties. Salaried dressmakers range from \$3.50 to \$6.00 or more per hour with experience. Some self-employed dressmakers may earn as much as \$350 a week depending on volume and reputation. Salaried employees work 40 hours a week with overtime during rush periods. Those employed by retail stores and garment manufacturers may receive fringe benefits.

WORKING CONDITIONS AND LIFESTYLES: Work areas are well lighted and ventilated and most places of employment contain necessary supplies and equipment to complete tasks. Long periods of sitting are interspersed with considerable stooping, bending, standing, and kneeling needed for fitting and measuring. Dressmakers may be subjected to eyestrain and minor injuries connected with needles, scissors, and ironing.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:		
	Dressmaker	785.361-010
	Clothing Designer	142.061-018
	Tailor	785.361-022

OCCUPATIONAL TASK: Exploring the job of a dressmaker

OCCUPATIONAL COMPETENCY: Taking one's measurements in order to determine pattern size

RESOURCES and/or MATERIALS

1. Measurement Sheet
2. Pattern Size Charts
3. Tape measure
4. Pen or pencil
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Determine size of patterns to be used in making clothes for himself/herself.
2. Better understand the responsibilities of a dressmaker.
3. Recognize your interest in this type of work.

LEARNING ACTIVITIES

1. Check the Pattern Size Chart for areas to be measured.
2. Take own body measurements to determine pattern size.
3. Record all measurements on the Measurement Sheet.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Measuring body to determine pattern size.
2. Completing appropriate Measurement Sheet.
3. Completing Student Attitude Sheet.

Pattern Size Chart (Male)

BOYS

Size	10	12
Chest	28	30
Waist	25	26
Hip (seat)	29 1/2	31
Neckband	12 1/2	13
Height	54	58
Shirt Sleeve	25	26 3/4

TEEN BOYS

Size	14	16	18	20
Chest	32	33 1/2	35	36 1/2
Waist	27	28	29	30
Hip (seat)	32 1/2	34	35 1/2	37
Neckband	13 1/2	14	14 1/2	15
Height	61	64	66	68
Shirt Sleeve	29	30	31	32

MEN

Size	34	36	38	40	42
Chest	34	36	38	40	42
Waist	28	30	32	34	36
Hip (seat)	35	37	39	41	43
Neckband	14	14 1/2	15	15 1/2	16
Shirt Sleeve	32	32	33	33	34

Pattern Size Chart (Female)

MISSES

Size	6	8	10	12	14
Bust	30 1/2	31 1/2	32 1/2	34	36
Waist	23	24	25	26 1/2	28
Hip	32 1/2	33 1/2	34 1/2	36	38
Back Waist Length	15 1/2	15 3/4	16	16 1/4	16 1/2

MISSES (Continued)

Size	16	18	20	22	24
Bust	38	40	42	44	46
Waist	30	32	34	37	39
Hip	40	42	44	46	48
Back Waist Length	16 3/4	17	17 1/4	17 3/8	17 1/2

MISS PETITE

Size	6mp	8mp	10mp	12mp	14mp	16mp
Bust	30 1/2	31 1/2	32 1/2	34	36	38
Waist	23 1/2	24 1/2	25 1/2	27	28 1/2	30 1/2
Hip	32 1/2	33 1/2	34 1/2	36	38	40
Back Waist Length	14 1/2	14 3/4	15	15 1/4	15 1/2	15 3/4

Pattern Size Chart (Female)
(Continued)

JUNIOR

Size	5	7	9	11	13	15
Bust	30	31	32	33	35	37
Waist	22 1/2	23 1/2	24 1/2	25 1/2	27	29
Hip	32	33	34	35 1/2	37	39
Back Waist Length	15	15 1/4	15 1/2	15 3/4	16	16 1/4

JUNIOR PETITE

Size	3jp	5jp	7jp	9jp	11jp	13jp
Bust	30	31	32	33	34	35
Waist	22	23	24	25	26	27
Hip	31	32	33	34	35	36
Back Waist Length	14	14 1/4	14 1/2	14 3/4	15	15 1/4

YOUNG JUNIOR/TEEN

Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust	28	29	30 1/2	32	33 1/2	35
Waist	22	23	24	25	26	27
Hip	31	32	33 1/2	35	36 1/2	38
Back Waist Length	13 1/2	14	14 1/2	15	15 3/8	15 3/4

CLOTHING AND TEXTILES DRESSMAKER

NAME ________________________

Measurement Sheet (Male)

CHEST............ ___________

WAIST............ ___________

HIP (SEAT)....... ___________

NECKBAND......... ___________

HEIGHT........... ___________

SHIRT SLEEVE..... ___________

SIZE............. ___________

After recording all measurements, check the pattern sheet to determine which size meets most of your dimensions. If your measurements are between the sizes, pick the next size to allow for growth. Neck, waist, and sleeve sizes are the most important. A dressmaker can alter the pattern to allow for differences in body types.

CLOTHING AND TEXTILES DRESSMAKER

NAME ____________________________

Measurement Sheet (Female)

BUST............ __________

WAIST........... __________

HIP............. __________

BACK WAIST
LENGTH.......... __________

SIZE............ __________

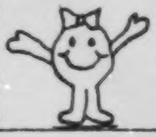
After recording all measurements, check the pattern sheets to determine which size meets most of your dimensions. Depending on body size, girls may use any of the categories from Misses to Women. Bust and waist measurements are the most important. If your measurements are between the sizes, pick the next size to allow for growth. A dressmaker can alter the pattern to allow for differences in body types.

Name ____________________

Occupational Cluster Consumer and Homemaking - Dressmaker

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Taking measurements					
Recording measurements					
Learning pattern size					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Drycleaner Spotter DOT CODE: 362.381-010

DUTIES:

Drycleaner spotters are employed to remove stains from garments that cannot be removed by regular drycleaning. They inspect articles to determine cause of stain, type of fabric, and decide on proper cleaning agent to use. Spotting tables are used along with steam before solution is applied. Care is taken to prevent spread of stain. After removal, article is rinsed to remove solvent. Most establishments work on all fabrics but some specialize in fur, silk, or leather. In small businesses, spotters may be required to do other duties such as weighing, sorting, or loading and unloading machines.

WHERE EMPLOYED:

Drycleaner spotters are employed by drycleaning establishments. A few may be employed by garment manufacturers to remove stains incurred during the manufacturing process. Some specialty cleaning shops may employ spotters for furs or other luxury items.

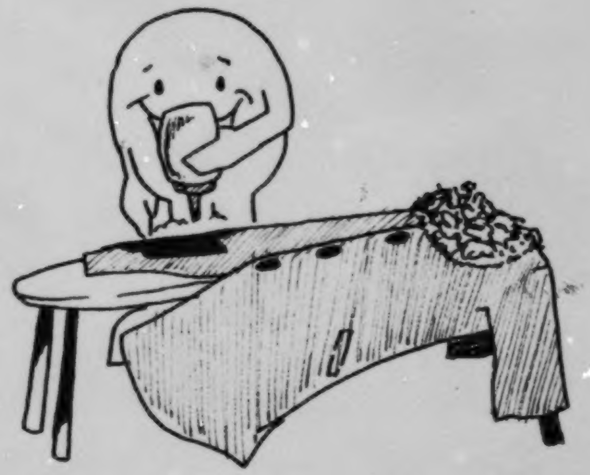
EMPLOYMENT OUTLOOK:

Employment outlook for these workers appears favorable. Job opportunities should increase each year due to population growth and increasing demand for drycleaning. Most jobs will probably result from the need to replace those who retire, advance, or leave the field for other reasons.

EDUCATION AND TRAINING:	Most employers prefer high school graduates. Courses in chemistry, physics, and textiles are helpful. Training may be on the job or through specialized courses in drycleaning spotting. Beginners work under supervision of experienced spotters who increase the difficulty as the learner gains experience. Trade schools and vocational/technical schools offer courses in drycleaning. The International Fabricare Institute offers courses in fabric care including drycleaning, spotting, washing, and finishing. They also offer correspondence courses.
SPECIAL QUALIFICATIONS:	Interest and aptitude in chemistry and working with fabrics are helpful. Aspirants should be dependable, careful, and be steady workers. It is important to get along with others, be able to concentrate, and follow oral and/or written instructions. Good health, vision, manual dexterity, physical strength, and stamina are needed.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings depend on experience, skill, type, and geographical location of the firm. Union membership may also determine salary and benefits. Beginners start at Federal minimum wage and pay usually increases with experience and skill. Those spotters with supervisory responsibilities may earn up to $7.00 per hour. Most work a 40-hour, five-day week. Overtime may be required but Saturday workers usually receive a day off during the week. Benefits and retirement are determined by individual employers.

WORKING CONDITIONS AND LIFESTYLES:

Most drycleaning establishments are clean, well lighted, and ventilated, but usually warm and noisy. Workers may be expected to stand and do considerable grasping, reaching, and handling. Some work may be repetitious and strenuous. Possible skin irritations, burns, and inhaling of toxic fumes are a few of the health hazards. Enforcement of health and safety regulations along with improvements in the drycleaning equipment and solvents have reduced most of the health hazards.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:

Drycleaner Spotter	362.381-010
Laundry Worker	302.685-010
Drycleaner Marker	369.687-026

OCCUPATIONAL TASK: Exploring the job of a drycleaner spotter

OCCUPATIONAL COMPETENCY: Applying and removing spots from sample fabrics

RESOURCES and/or MATERIALS

1. Spot Remover Sheet
2. Fabric squares
3. Ingredients for spotting (choice of 4)
4. Spot removers (must correspond to choice in #3)
5. Pencils
6. Spot Remover Evaluation Sheet
7. Student Attitude Sheets

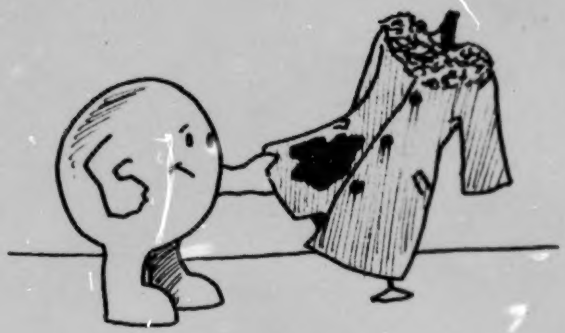
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the responsibilities of a drycleaner spotter employee.
2. Assess your interest in working in this capacity.

LEARNING ACTIVITIES

1. Read the Spot Remover Sheet.
2. Pick four spots or stains with which you want to work.
3. Apply the stains to the fabric squares.
4. Following directions on the Spot Remover Sheet, remove the spot or stain.
5. Complete the Spot Remover Evaluation Sheet.
6. Complete the Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading printed materials.
2. Removing stains from fabrics.
3. Completing and submitting to the teacher the Spot Remover Evaluation Sheet and the Student Attitude Sheet.

Spot Remover Evaluation Sheet

	Yes	No
1. Did you follow directions for specific spot or stain?	____	____
2. Was spot removed?	____	____
3. Was extra effort needed?	____	____
4. Do you know a better method?	____	____

5. If so, what?

____

____

____

6. List other spots you would like to remove.

a. ____

b. ____

c. ____

Name: ______________________

Date: ______________________

Spot Remover Sheet

1.	Blood	Rinse immediately in cold water. If old, pre-soak in cold water 30 min. If stain remains, work in detergent and wash in warm water using safe bleach.
2.	Chewing gum	Rub with ice, scrape with dull blade, sponge with dry cleaning solvent. Wash in hot, soapy water.
3.	Ballpoint ink	Spray with hair spray, rub vigorously. Wash as usual.
4.	Chocolate	Pre-soak in cold or warm water. Wash in hot water. If greasy stain remains, use dry cleaning solvent.
5.	Coffee	Soak in cold water immediately, wash in hot water with safe bleach.
6.	Egg	Scrape with dull blade. Pre-soak in cold water. Wash in hottest water with detergent.
7.	Fruit or fruit juice	Sponge with cold water, pre-soak in cold or warm water, wash in hot, soapy water with safe bleach.
8.	Grass	Pre-soak 30 min. in cold water. Wash in warm detergent water with safe bleach.
9.	Lipstick	Loosen stain with dry cleaning solvent. Work in detergent, wash in hot water.
10.	Soft drinks	Sponge with cold water and alcohol. Heat or detergent may set stain.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Drycleaner Spotter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Spot Remover Sheet					
Removing spots/ stains					
Completing Spot Remover Evaluation Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION SHEET

JOB TITLE: Drycleaning Worker DOT CODE: 362.382-014

DUTIES:

Drycleaning workers tend and operate automatic washers, dryers, and steam pressers in commercial drycleaners, laundries, and laundry departments in institutions. Duties depend on the size of the establishment. Some drycleaner establishments hire operators who supervise several operations with the help of assistants while workers in smaller shops may perform all the duties themselves. Some of the duties include marking articles for identification, inspecting for spots and stains which must be pretreated, loading articles on carts, and hauling them to work areas. Machines must be loaded, dials set, proper amounts of detergents added, and machines started. When cycle is completed, articles must be removed to dryers, drying racks, or forms to retain shape. Items are then pressed, folded, or put on hangers before packaging.

WHERE EMPLOYED:

Workers are employed in large commercial drycleaners, laundries, laundry departments in hospitals, motels, hotels, resort areas, and/or laundromats. There are also companies who do only industrial laundry such as drapes, bedspreads, uniforms, and linens. Small family-run drycleaners may hire a few workers if business is heavy.

EMPLOYMENT OUTLOOK:

The employment outlook is expected to be good due to the growing number of businesses that use the service for uniforms, drapes, and/or linens. Workers will be needed to replace those who retire or leave for other reasons.

EDUCATION AND TRAINING:	Training is received on the job by working under the direction of experienced workers. Although not necessary, many employers prefer high school graduates. Most workers learn their job quickly and some are taught several jobs so they may take over if another employee is absent.
EARNINGS AND ADDITIONAL BENEFITS:	Wages are tied to size of the establishment, geographic location, and skill and experience of the worker. Experienced operators may reach $5.00 an hour. Most laundries work a 5-day, 40-hour week, but some may work shifts. Vacations with pay and other fringe benefits may depend on the size of the establishment.
WORKING CONDITIONS AND LIFESTYLES:	Most modern drycleaners and laundries are clean, well ventilated, and lighted; but, some may be uncomfortably warm and steamy especially in summer. Workers are on their feet most of the time and do a considerable amount of lifting, bending, reaching, and moving about. There are some hazards on the job, such as burns from steam and hot water.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:

Drycleaning Worker	362.382-014
Laundry Laborer	361.687-018
Laundry Worker Industry	361.684-014
Laundry Worker Domestic	302.684-010

OCCUPATIONAL TASK: Exploring the job of a drycleaning worker

OCCUPATIONAL COMPETENCY: Arranging a list of garments under the proper groupings for the purpose of sorting laundry before washing

RESOURCES and/or MATERIALS

1. Laundry List (garments)
2. Laundry Sorting Chart
3. Pencils
4. Teacher Answer Sheet
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Place articles on Laundry List under proper headings on Laundry Sorting Chart.
2. Assess his/her interest in this type of work.

LEARNING ACTIVITIES

1. Discuss with instructor some general tips on sorting clothes (whites together, don't mix synthetics with natural fibers, place colored items together, etc.).
2. Read the Laundry Sorting Chart.
3. Read the Laundry List.
4. Place the name of articles under the proper headings.
5. Check your answers with the Teacher Answer Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Discussing general tips on sorting clothes with instructor.
2. Completing and submitting to the teacher the Laundry Sorting Chart.
3. Completing the Student Attitude Sheet.

Laundry List

1. white cotton briefs
2. silk blouse
3. printed polyester/cotton sheets
4. jeans
5. light blue towel
6. nylon slip
7. navy blue shirt
8. poly-cotton shirt
9. stretch nylon top
10. terry T-shirt
11. muslin petticoat
12. denim skirt
13. banlon socks
14. white muslin sheets
15. pantyhose
16. green sweatshirt
17. chiffon scarf
18. washcloths
19. acrylic sweater
20. permanent press blouse
21. white tube socks
22. beach towel
23. flannel shirt
24. nylon/cotton blouse
25. banlon polo shirt

Laundry Sorting Chart

WHITE COTTONS	LINT PRODUCERS
BLENDS	DARK COTTONS
DELICATE	KNITS

Teacher Answer Sheet

WHITE COTTONS

1
11
14
21

KNITS

9
13
19
25

LINT PRODUCERS

5
10
18
22
23

BLENDS

3
8
20
24

DARK COTTONS

4
7
12
16

DELICATE

2
6
15
17

Name ____________________

Occupational Cluster Consumer and Homemaking - Drycleaning Worker

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it.	Not very Interesting	Didn't enjoy any part of it
Making a laundry list					
Completing the Laundry Sorting Chart					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Garment Cutter

DOT CODE: 781.584-014

DUTIES:

Garment cutters are employed by apparel companies to hand or machine cut garment sections used in clothing construction. They prepare fabric in layers, place the garment pattern over the cloth, and mark notations and outlines. The number of layers depends on type of fabric to be used, amount needed, and type of cutting machine to be used. Garment cutters may cut notches or drill holes in fabric to mark fabric in order to assist workers who match parts before sewing. They are responsible for selecting type and size of blade or knives best suited for cutting individual fabrics. They must also adjust them to insure even cutting. Most hand cutting is done in the manufacture of quality clothing where mistakes can be very costly. They may also be responsible for sharpening the cutting edges of their blades.

WHERE EMPLOYED:

Most cutters work for clothing manufacturing companies. Tailoring shops, upholstery and drapery shops, and custom clothing shops employ garment cutters. Some may be employed by furniture manufacturers and in carpet or linen factories. They may be designated by another name other than garment cutter, but may do essentially the same operation. Employment prospects may be best in apparel manufacturing areas in New York, Pennsylvania, California, New Jersey, Tennessee, Georgia, and the Carolinas.

EMPLOYMENT OUTLOOK:	Employment is affected by the importance of garments produced in foreign countries. The general business economy of the country tends to influence the employment of workers in the apparel industry. Although some openings will occur for garment cutters, the greatest need will be for workers to replace those who retire or leave the occupation for other reasons.
EDUCATION AND TRAINING:	Informal training may be acquired on the job. High school graduation is preferred with courses in clothing construction, art, math, geometry, and drafting. Formal training is offered by manufacturers through a three-to-four year apprenticeship. A written agreement specifies the skills to be learned, length of program, and wages to be earned during the training period. Those selected for training learn the skills of the trade under the direction of skilled garment cutters.
SPECIAL QUALIFICATIONS:	Persons applying for the position should be alert, conscientious, dependable, and interested in working with their hands. One should be able to get along well with others and capable of following verbal and written instructions. It is essential that cutters be careful and accurate in their work due to the costly nature of materials. Physical traits required include eye-hand coordination, color discrimination, normal eyesight, and average physical strength.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings are based on skill, geographical location of firm, duties, and whether or not the cutter is on hourly basis or incentive pay. Incentive pay is determined by the number of pieces cut (piecework).

Wages range from $200 to $320 weekly to over $380 for those with exceptional skills. Paid holidays, vacations, sick leave, and insurance are some of the fringe benefits along with retirement. A 35 to 40-hour week is the average with overtime paid during peak production periods.

WORKING CONDITIONS AND LIFESTYLES:

Work areas are well lighted and ventilated but noisy from cutting, sewing, and pressing machines. Cutters do considerable standing, bending, reaching, handling, and lifting. Tasks are routine and repetitive; and, speed is required. Handling sharp tools may cause some hazards unless standard safety practices are followed.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:

Garment Cutter	781.584.014
Cutter Apprentice	781.584-010
Trimmer	781.682-010
Pattern Grader-Cutter	781.381-022

OCCUPATIONAL TASK: Exploring the job of a garment cutter

OCCUPATIONAL COMPETENCY: Cutting layers of cloth or paper to evaluate the importance of accurate calibration in volume cutting

RESOURCES and/or MATERIALS

1. Cutting shears
2. Electric scissors (optional)
3. Pattern Sheet
4. Fabric squares
5. Paper squares
6. Garment Cutter Direction Sheet
7. Evaluation Sheet
8. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Realize that precautions should be taken while cutting quantities of materials.
2. Better understand the duties of garment cutters.
3. Appreciate the contributions made of garment cutters to the apparel industry.

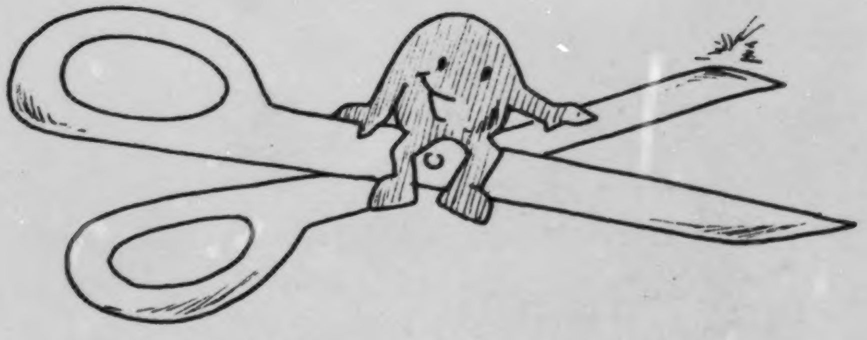
LEARNING ACTIVITIES

1. Read the Garment Cutter Direction Sheet.
2. Using the pattern from the Pattern Sheet, cut the number of layers needed for demonstration of accuracy.
3. Complete the Pattern Cutter Evaluation.
4. Complete the Student Attitude Sheet.

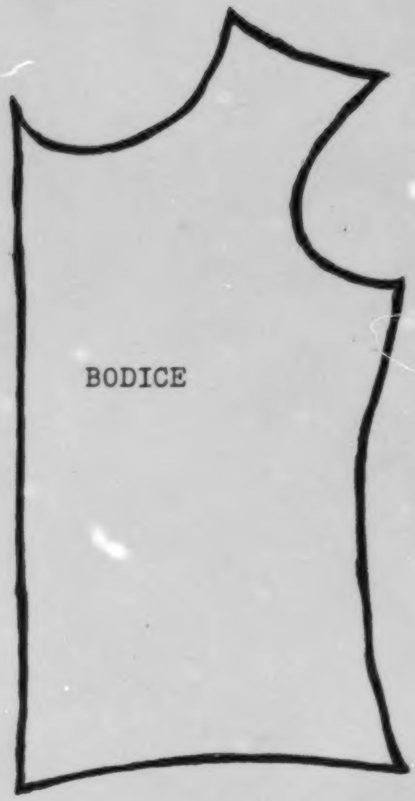
EVALUATION PROCEDURES

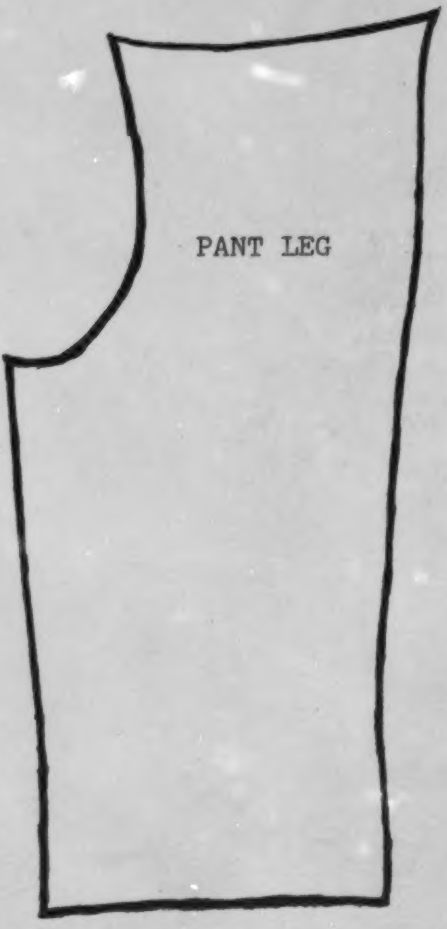
The evaluation will consist of your:

1. Cutting the number of layers of cloth or paper.
2. Checking each piece against the original pattern.
3. Completing the Garment Cutter Evaluation Sheet and submitting it to the teacher.
4. Completing the Student Attitude Sheet.



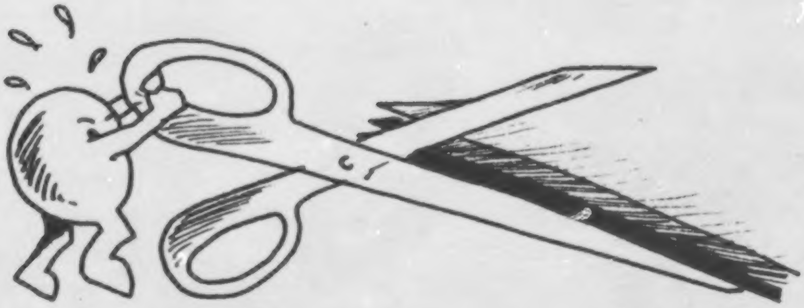
Garment Cutter Pattern Sheet





Garment Cutter Direction Sheet

1. Cut the pattern piece you wish to use from the Garment Cutter Pattern Sheet.
2. Experiment with layers of paper or fabric, 2-4-6 or more, to determine amount to use.
3. Measure each cut.
4. Cut piece separately with the original pattern.
5. Any variance from the original should be noted. When working with as many as 100 layers, even a fraction of an inch in every 10 could disrupt the accuracy.
6. Cut and count only the number that you can cut accurately at one time.
7. Note your findings on the Evaluation Sheet.



Garment Cutter Evaluation Sheet

1. Did you use fabric or paper? ____________

   If fabric, what kind did you use? ____________

2. If both, which was easier? ____________

3. How many layers did you use?
   (state all trials) ____________

4. Which amount was most accurate? ____________

5. What advantages might the garment cutter
   have that aren't available to you?

   ____

   ____

   ____

6. Have you learned the importance of
   accuracy in this job? ____________

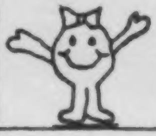
7. If you were going to use very expensive
   fabric, would you cut it in layers by
   machine or one at a time by hand? ____________

Name ____________________

Occupational Cluster Consumer and Homemaking - Garment Cutter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Volume cutting using pattern					
Evaluation Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Patternmaker DOT CODE: 781.381-026

DUTIES:

Patternmakers are required to make a pattern from a sketch or croquis (design idea). The first draft is made on paper without any details. A muslin drape must be made to check the pattern before further changes must be made. Although patternmakers work on flat paper, the finished garment must conform to human figures. They make master patterns with all construction symbols. Their tasks include all categories of patterns including men's, women's, and children's dresses, coats, suits, lounge wear, and swimsuits. Patterns must be graded to various sizes, keep the feeling of fit expressed by the designer, and still be technically correct.

WHERE EMPLOYED:

Patternmakers are in great demand in garment industries. They transfer a designer's sketch into a flat pattern that turns out dozens of identical garments. They may work for individual designers that make only a few garments from each pattern. Others make patterns for major pattern companies in the home sewing field.

EMPLOYMENT OUTLOOK:

Garment industries growth in many parts of the country has resulted in a demand for patternmakers. The increase in home sewing has also contributed to the popularity of commercial patterns. As in most fashion related occupations, personal rewards and financial success can be obtained through competent job performance, training, experience, and a few lucky breaks.

EDUCATION AND TRAINING:	Patternmaking requires the most skill and formal training in the manual phase of garment production. Most aspirants attend a fashion school for two years to attain technical training. A great deal of experience is required to create a pattern from a sketch and most patternmakers begin as a trainee.
SPECIAL QUALIFICATIONS:	The ability to draw and the skills involved in garment construction are necessary for successful patternmaking. They must be able to interpret a design sketch so that the patterns will enable the construction of the garments to the designer's specifications.
EARNINGS AND ADDITIONAL BENEFITS:	Although apparel patternmakers have lesser training requirements, salary scale is somewhat higher. Home sewing patternmakers have the following pay scale: entry dressmaker (trainee) $125 a week, patternmaker $250 to $300. Department supervisors earn from $16,000 to $20,000 annually. Fringe benefits may vary according to geographical locations of industries.
WORKING CONDITIONS AND LIFESTYLES:	Some jobs in the fashion industry are more stable than others. The industry employs workers with varying degrees of skills and is one of the largest employers of women. No matter what your personality or preference may be, you have a good chance of finding an occupation to fit your needs in the fashion industry.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:		
	Patternmaker	785.381-026
	Dressmaker	785.361-010
	Tailor	781.361-022

OCCUPATIONAL TASK: Exploring the task of a patternmaker

OCCUPATIONAL COMPETENCY: Making a garment to test exactness of pattern

RESOURCES and/or MATERIALS

1. Pattern Sheet
2. Scissors
3. Fabric
4. Needle
5. Thread
6. Pins
7. Pattern Evaluation Sheet
8. Pen or pencil
9. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Construct a garment from the pattern and materials supplied.
2. Complete the Pattern Evaluation Sheet.
3. Better understand whether s/he would favor this kind of work in earning a livelihood.

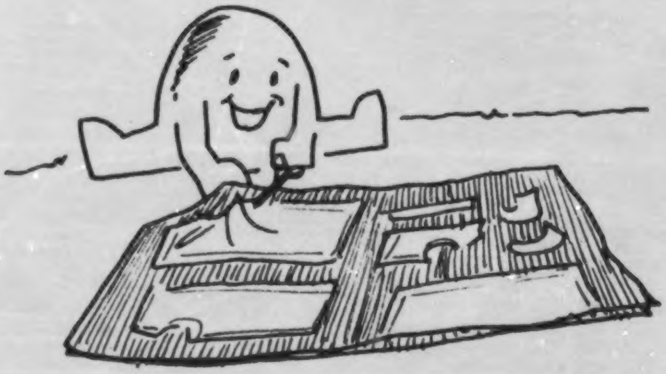
LEARNING ACTIVITIES

1. Cut out the paper pattern.
2. Pin the pattern on your fabric.
3. Cut the fabric being careful to cut around all notches.
4. Pin the pieces matching all notches.
5. Hand stitch all pieces matching the notches.
6. Check finished garment against designer's sketch.
7. Complete Pattern Evaluation Sheet.
8. Complete Student Attitude Sheet.

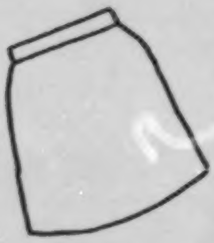
EVALUATION PROCEDURES

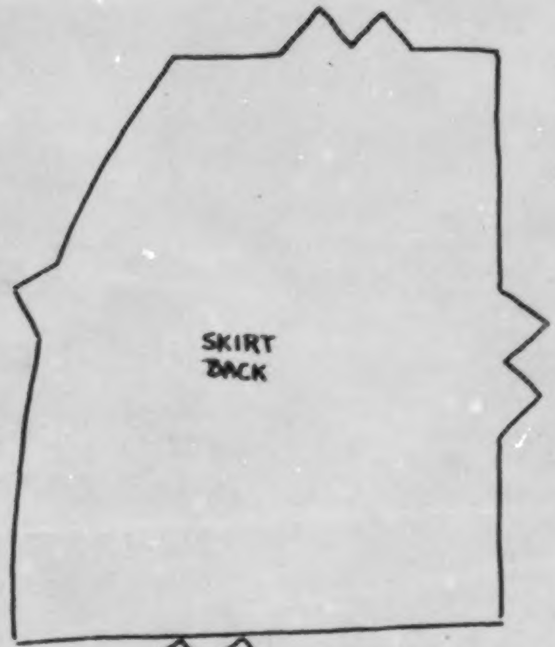
Your evaluation will consist of:

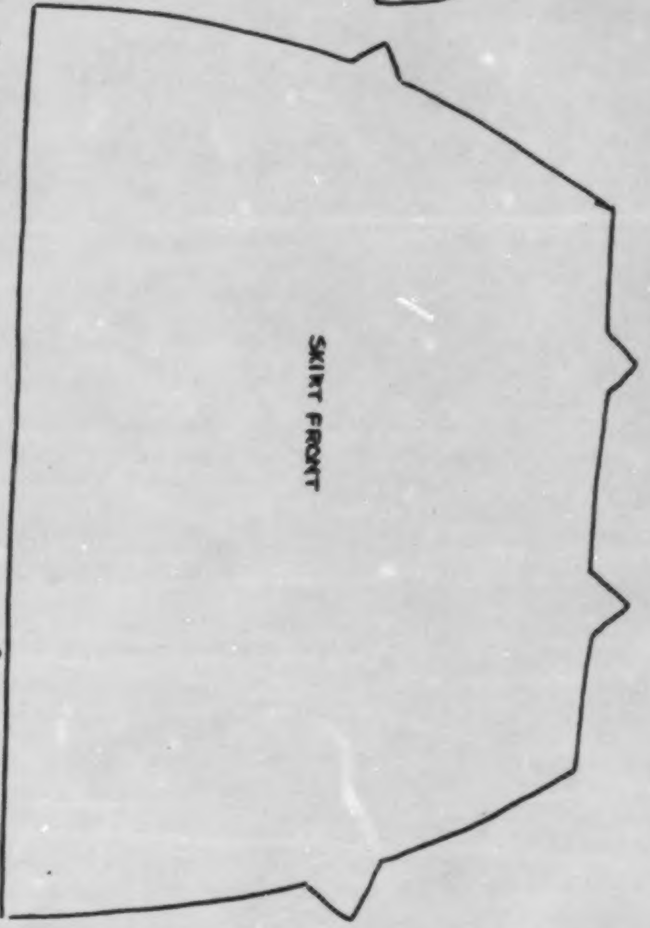
1. Cutting out pattern and stitching it to material.
2. Comparing pattern to sketch.
3. Completing Pattern Evaluation Sheet.
4. Completing Student Attitude Sheet.

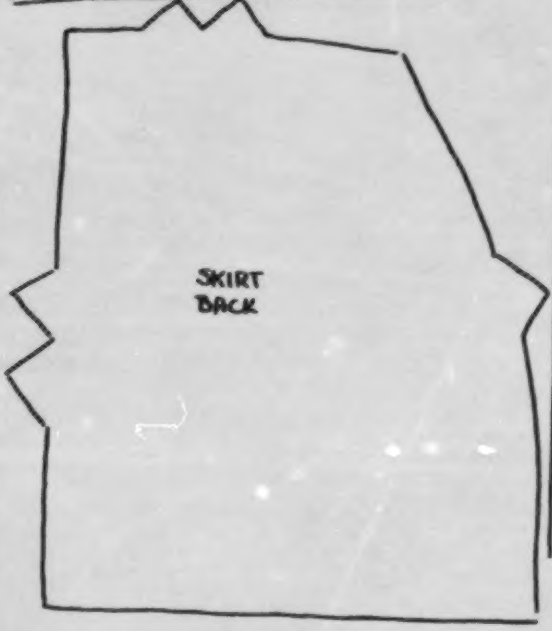


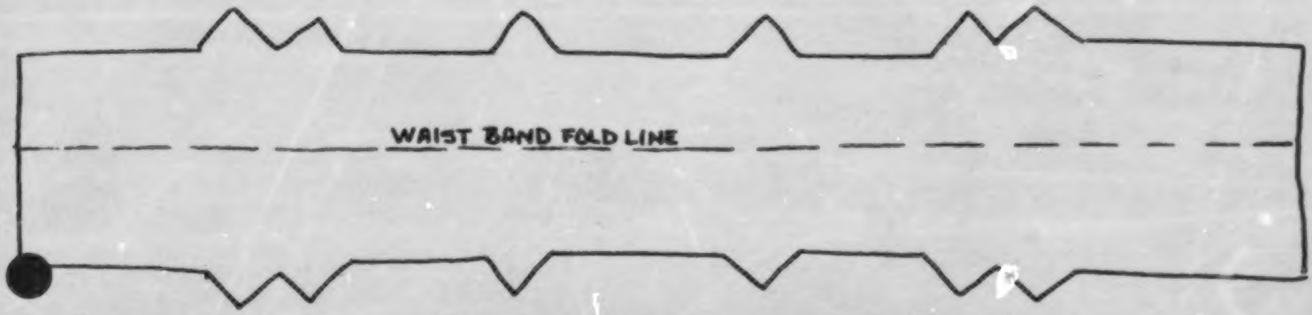
PATTERN SHEET






SKIRT FRONT




WAIST BAND FOLD LINE

Pattern Evaluation Sheet

Respond to the following assignment.

	Yes	No
1. Was the pattern difficult to cut?	____	____
2. Did you have trouble cutting the fabric?	____	____
3. Did the notches match?	____	____
4. Does the finished garment resemble the designer's sketch?	____	____
5. Could you improve on the pattern?	____	____

6. If 5 is yes, explain how.

____

____

____

7. Grade the pattern. (A, B, or C) ____

Name: ______________________

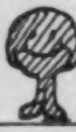
Date: ______________________

Name ______________________________

Occupational Cluster Consumer and Homemaking - Patternmaker

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it 	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Pattern cutting					
Pattern sewing					
Pattern Evaluation Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: **Tailor** DOT CODE: 785.361-022

DUTIES:

There are several classifications of tailors. Shop tailors perform specialized hand or machine sewing. Their job titles reflect the area of work they do (collar setter, lapel padder) and they have only one or two specialties. Bushelers repair defects in completed garments in clothing manufacturing plants. Journeyworker tailors are skilled in completing all operations needed to make a total garment. They may assist in design, make sample garments, perform complicated measuring and sewing operations, or supervise less skilled workers. A head tailor is responsible for insuring the quality of a firm's product. They supervise all other workers and see that the garments meet the firm's standards of quality.

WHERE EMPLOYED:

Many tailors own or are employed by custom tailor shops. Those working for retail stores or drycleaning establishments generally do alteration and repair. The majority work for the ready-to-wear tailored clothing industries. These are classified as "inside shops" which perform all the manufacturing processes within the plant. Others work in "contract shops" which perform one or more tailoring operations, such as cutting or basting.

EMPLOYMENT OUTLOOK:

The need for tailors in retail clothing establishments is expected to continue indefinitely. Persons interested in learning the trade should find ample employment opportunities in custom tailoring shops. Opportunities for skilled tailors in clothing factories are expected to be good. Competition for positions in specializations will be keen in geographical areas where clothing manufacturing plants are concentrated. Employment in custom tailoring shops is more prevalent in and around metropolitan areas.

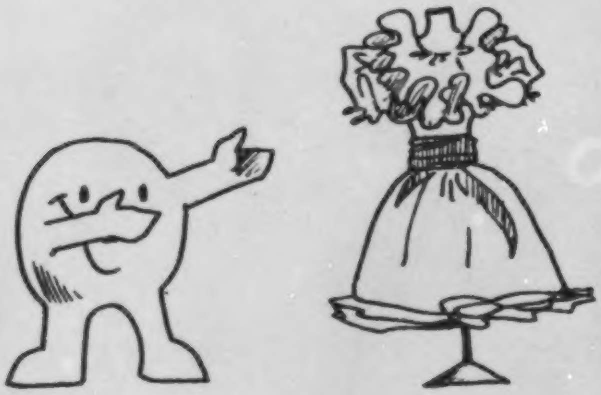
EDUCATION AND TRAINING: Training can be acquired through formal apprenticeship, on-the-job training, or vocational/technical schools. High school graduation is required for formal apprenticeship programs and by most employers. High school math, business, English, and art are recommended. A basic knowledge in tailoring may be gained by taking sewing and apparel design. Junior colleges offer courses in clothing design, tailoring, clothing construction, garment cutting, and sewing machine operating. The best way to become a tailor is through the apprenticeship program. It takes two years to become a busheler or alteration tailor and four years to become a custom or journeyworker tailor.

SPECIAL QUALIFICATIONS: Interests in clothing styles and creativity are important qualifications. Dependability, patience, a liking for detail, careful work habits, and the ability to accept criticism without becoming upset are a few of the essentials. Good eyesight, color discrimination, eye and hand coordination, and finger dexterity are the physical requirements. One should be able to sit for hours and get along well with people.

EARNINGS AND ADDITIONAL BENEFITS: Skilled tailors in clothing manufacturing may earn from $150 to $280 per week. Geographical location and size of employing organization will determine the wages. Most tailors are paid on piecework basis (by the work completed, not by the hour), so wages depend on personal skills and speed of work. Those employed in retail establishments that vary in size and volume may earn from $10,000 to $14,000 per year. Many self-employed tailors earn over $20,000 per year depending on location and clientele. Apprentices earn from 50% to 60% less than skilled tailors but are guaranteed periodic wage increases. Fringe benefits include medical insurance, sick leave, and pensions. Work hours vary from 40 to 44 hours for those in the industry and 30 to 55 hours for those self employed.

WORKING CONDITIONS AND LIFESTYLES:

Work areas in modern factories, shops, and retail stores are well lighted, clean, comfortable, and air conditioned. Those in older buildings may lack these conveniences and work space may be limited. Bending, stooping, reaching, and light lifting may be required. Physical handicaps are no deterrent if fingers, hands, and arms are not involved. Some work may be seasonal with lower periods in April, May, June, and July.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:	Tailor	785.361-022
	Dressmaker	785.361-010

OCCUPATIONAL TASK: Exploring the job of a tailor

OCCUPATIONAL COMPETENCY: Sewing on two buttons

RESOURCES and/or MATERIALS

1. Button Sewing Direction Sheet
2. Fabric squares
3. Needles
4. Thread
5. Pins
6. Pencils
7. Shank buttons
8. Two or four-hole buttons
9. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Sew on buttons using the proper procedure for a shank or regular button.
2. Complete the Student Attitude Sheet.

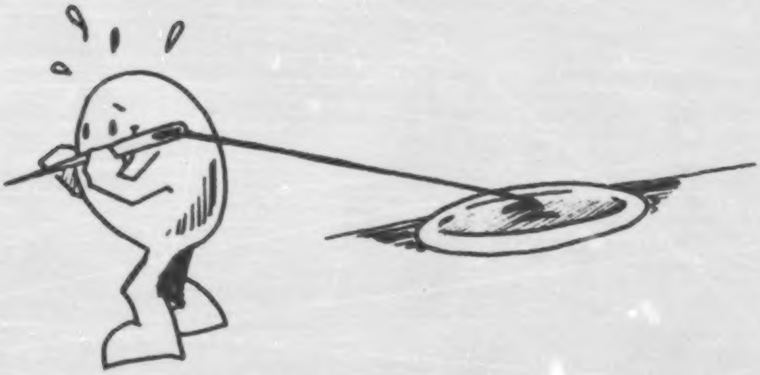
LEARNING ACTIVITIES

1. Read the directions and examine the sketches on the Button Sewing Direction Sheet.
2. If needed, watch a demonstration of the proper way to sew each button.
3. After reading the directions and watching the demonstration, sew the two buttons.
4. Complete the Student Attitude Sheet.

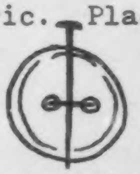
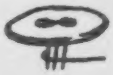
EVALUATION PROCEDURES

The evaluation will consist of your:

1. Sewing on two buttons to demonstrate the difference in procedure for shank and regular buttons.
2. Completing the Student Attitude Sheet.



Button Sewing Direction Sheet

Thread a slightly larger needle than for most hand sewing. Pull thread through until double and knot ends. Fold fabric square in half. With right side up, pass needle through to the wrong side of work, leaving the knot on the right side. Button will cover the knot. Slip button into the needle and hold above fabric. Pass needle through other hole and down into fabric. Place a pin between thread and button (between holes).  This will leave space so that button may be fastened without tearing fabric. Continue to sew the 2 or 4-hole button 4 to 6 times. Remove pin, raise button, and wind thread around shank  3 or 4 times tightening connecting threads. Pass needle to wrong side and work a bar tack (2 or 3 small stitches around thread on wrong side).

Shank button has built-in shank so start as with regular button and stitch in and out of fabric 4 to 6 times. Finish up as with regular button.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Tailor

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Work preparation					
Sewing buttons					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: **Textile Designer** DOT CODE: **142.061-014**

DUTIES:	**Textile designers create patterns or designs to be woven into or applied to fabrics. They prepare original sketches, suggest colors, and may determine weave and thread count or type of fiber to be used. They must consider customer appeal, production costs, and capabilities of textile production equipment. Designers trace original designs and position the pattern repeat to fit size of fabric. They design prints for fabric used for clothing, carpets, upholstery materials, draperies, and linens.**
WHERE EMPLOYED:	Some designers are employed by companies that manufacture fabrics and in design studios. They may work on small looms weaving sample fabrics or assist in programming computers that help in designing textiles. Design managers supervise personnel, assign projects, approve ideas, or research fashion trends. Some free lance designers sell their designs to manufacturers or clothing designers.
EMPLOYMENT OUTLOOK:	Those designers with talent and creativity have a favorable employment outlook for the next decade. Employment with textile manufacturers will be very competitive. A few new openings will occur each year, but most employment will be due to replacement of present workers who retire or leave the occupation for other reasons.

EDUCATION AND TRAINING: High school college entrance program with emphasis in English, social studies, math, home economics, chemistry, and art is recommended. A two or four-year program offered by art schools or colleges should be pursued. The program should include basic design, woven design, printed and knit fabric design, textile science, and liberal arts subjects. Those interested in this career should also explore textile engineering, management, and merchandising.

SPECIAL QUALIFICATIONS: The ability to collect, analyze, and interpret facts is required in this career along with creative ability, a keen sense of color and line, and artistic aptitude. An interest in fabric trends and uses is helpful, along with the ability to visualize designs in finished form. Neat and accurate work habits are essential and you should be able to follow oral or written instructions. The ability to concentrate for long periods of time is important and you should be capable of communicating your ideas to others effectively.

EARNINGS AND ADDITIONAL BENEFITS: Geographical area and type of employment may determine earnings. Expected salary ranges for beginners with bachelor's degree are $13,000 to $15,000 per year and with a master's degree from $15,000 to $20,000. Experience and ability may increase salary to $24,000 or more. Some top designers earn in excess of $60,000 a year. Fringe benefits may include holidays, vacations, sick leave, insurance, and a retirement plan. Most workers complete a 40-hour week, but deadlines may require overtime.

WORKING CONDITIONS AND LIFESTYLES:

Most work areas are well lighted, ventilated, and modern. Designers work at drawing boards in small studios along with other designers and artists. Some work as free lance designers who sell designs to various companies and studios on a contract basis. Many textile and clothing manufacturers employ their own designers. A considerable amount of time is spent in production areas and in meetings with design personnel. To complete work on schedule may put pressure on the designer and call for longer hours in order to meet a deadline.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Clothing and Textiles

REPRESENTATIVE JOB TITLES:	Textile Designer	142.061-014
	Clothing Designer	142.061-018

OCCUPATIONAL TASK: Exploring the job of a textile designer

OCCUPATIONAL COMPETENCY: Designing a print or pattern (floral, geometric, stripe, check, or plaid) that could be transferred to fabric (textile)

RESOURCES and/or MATERIALS

1. Copies of Activity Sheet A - Designing a Fabric Direction Sheet
2. White unlined paper
3. Pencils
4. Erasers
5. Rulers
6. Crayons
7. Watercolors
8. Magic markers
9. Fabric samples
10. Magazines
11. Catalogues
12. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Design a print or pattern that could be transferred to fabric.
2. Follow directions on Designing a Fabric Direction Sheet.
3. Complete Student Attitude Sheet.

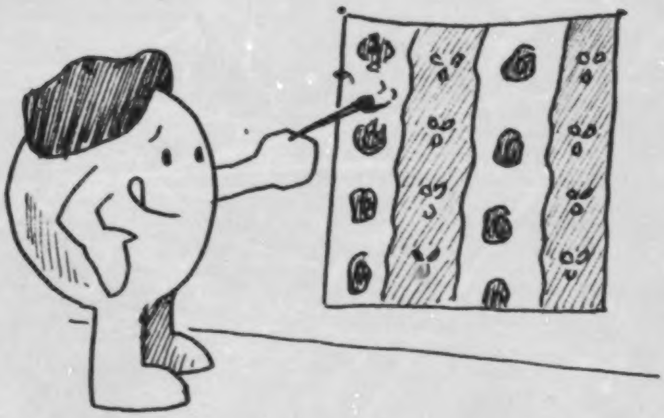
LEARNING ACTIVITIES

1. Check fabric samples, catalogues, and magazines to get ideas on:
    a. Color combinations
    b. Design possibilities
    c. Type of fabrics (knit, woven, or printed)
    d. Costs
2. Decide on a print or pattern of your design.
3. Complete design by following steps on the Designing a Fabric Sheet.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting to the teacher Activity Sheet A - Designing a Fabric Direction Sheet.
2. Completing the Student Attitude Sheet.

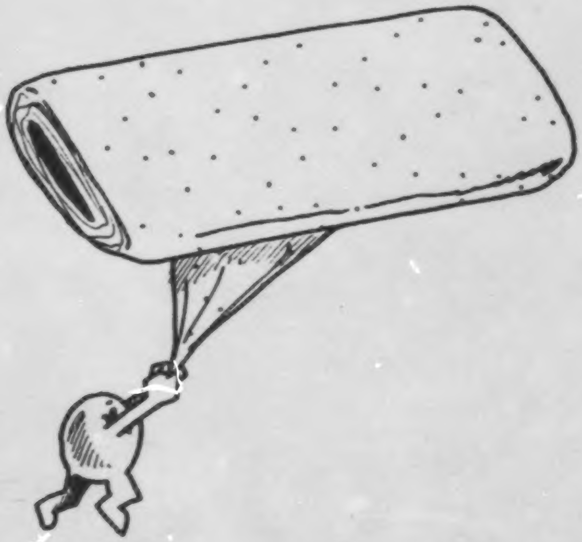


Activity Sheet A

Designing a Fabric (Textile) Direction Sheet

Design a print or pattern (floral, geometric, stripe, check, or plaid) that could be transferred to fabric by following the suggested directions:

1. Check magazines or catalogues to determine uses for fabric.
2. Decide on the use or purpose for your fabric (upholstery, draperies, clothing, sheets, etc.)
3. Examine fabric to help choose method of producing design (most plaids are woven in the fabric, pictures stamped on the finished fabric, while knits may be woven or stamped.)
4. Decide if your fabric is to be woven (design worked into the threads) knit (to insure stretch as in T-shirts) or printed (the design stamped on the finished fabric).

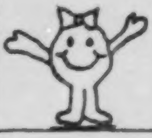


Name ________________________________

Occupational Cluster Consumer and Homemaking - Textile Designer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Designing a fabric					
Coloring the design					
Following directions					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ________________________________

____

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CAREER INFORMATION SHEET

JOB TITLE: Caseworker, Family DOT CODE: 195.107-018

DUTIES: Family caseworkers interview families in order to understand their problems and secure the resources needed to solve them. Social workers for family and child service counsel individuals, work to strengthen personal and family relations, and help families to deal with problems. Day care, homemaker assistance for the elderly, money and family management, and assistance in job training are a few of the referral services and information supplied by the caseworker. Caseworkers strive to improve the physical and emotional well-being of the family after proper evaluation through visits, counseling, and instituting legal action. They may also assist travelers, runaways, refugees, and transients.

WHERE EMPLOYED: Although most caseworkers are employed in urban areas, many work with rural families. Some family caseworkers are employed by the Federal Government and the United Nations to serve other parts of the world as consultants, teachers, and technicians. They may work directly with families through public or volunteer agencies, community welfare, State Department of Public Assistance, and religious organizations. Caseworkers are employed in correctional institutions to help offenders on probation return to family life and assist family members in adjusting to the returnees. Many family caseworkers are employed by the Red Cross, Travelers Aid, or local home service.

EMPLOYMENT OUTLOOK: Employment is expected to increase due to the expansion of social services. The recent cutbacks in federal funding may cause a decrease in the number of welfare jobs, although the high unemployment level in other areas, plus the problems caused by social change are expected to keep the demand high. The need for family caseworkers to assist other professionals should stimulate employment growth. Because of the high rate of graduates entering the field, competition for available jobs will increase. Those with master's and doctor's degrees will have a wider range of job opportunities because of qualifications. Job opportunities should be more favorable in metropolitan areas due to the budget cuts in human service programs.

EDUCATION AND TRAINING: A bachelor's degree prepares the family caseworker who works in a direct service position. Not all caseworkers have a degree in social work, many are employed with majors in sociology and psychology. A graduate degree and experience are required for supervisory and/or administrative work. Most applicants for government employment must pass a written exam. Twenty-two states require licensing or registration laws for social work.

SPECIAL QUALIFICATIONS: Caseworkers, especially those concerned with the family, should be emotionally mature, sensitive, possess concern for people, and be objective about their problems. They must maintain a good working relation with families and co-workers, be able to handle responsibility, and work independently. More than ever, the family caseworker is working with the elderly and many colleges and universities are including courses in gerontology. The ability to perform one's job under difficult circumstances is a great asset for the family caseworker.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries vary greatly by type of agency and geographic location. Large cities or states with sizeable urban population offer the highest salaries. Starting salaries for caseworkers in state or local government average $10,000 to $15,000 per year. Those with Masters in Social Work average up to $17,000 per year. Beginners working for the Federal Government start at $16,000 per year.

WORKING CONDITIONS AND LIFESTYLES:

Most family caseworkers work a 5-day, 35 to 40-hour week. Those in family service may work evenings and weekends in order to meet clients when it is convenient. Frequent emergency situations may determine the meeting hours and compensatory time may be granted for overtime. Caseworkers may have to spend considerable time away from the office and because of travel it is necessary to be able to drive a car.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Caseworker, Family	195.107-018
Administrator, Social Welfare	195.117-010
Group Worker	195.164-010
Case Aide	195.367-010

OCCUPATIONAL TASK: Exploring the job of a family caseworker

OCCUPATIONAL COMPETENCY: Communicating with the family

RESOURCES and/or MATERIALS

1. Family Problem Sheet
2. Speaker (optional)
3. Paper
4. Pencils
5. Table and chairs (group desks)
6. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Role play techniques for interviewing a family to discuss problems and help with problem solving alternatives.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Check with your school counselor, if necessary, to learn more about the family services in your area.
2. Select a topic from the Problem Sheet to use in group activity.
3. Role play an interview with the "family group".
4. List the group's alternatives.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in group activities.
2. Participation in role playing.
3. Completing Student Attitude Sheet.

Family Problem Sheet

1. Child arrested as a shoplifter.

2. An alcoholic father.

3. A runaway child.

4. Terminal illness in the immediate family.

5. Divorce in the family.

6. Battered housewife.

7. Unemployed parent.

8. Family stranded in a strange city with no money.

9. Bankruptcy due to poor money management.

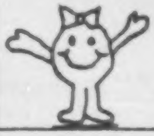
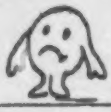
10. Loss of home and possessions through fire.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Family Caseworker

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Participating in group activities					
Participating in role playing					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Companion DOT CODE: 309.677-010

DUTIES: The companion cares for elderly, handicapped, or convalescent persons. S/he attends to his/her employer's personal needs. A companion may transact social or business affairs for the employer. S/he also may read aloud and play cards or other games to entertain the employer. When going on a trip, the employer will usually take the companion along. The preparation and serving of meals may also be a duty included with the job.

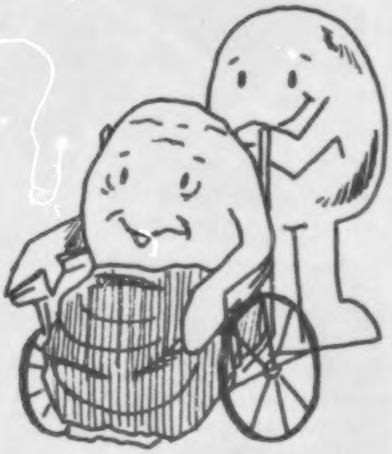
WHERE EMPLOYED: The companion is employed within the home of the employer. State and/or county health departments may employ companions.

EMPLOYMENT OUTLOOK: The outlook for employment is expected to be fair. In addition to an increased number of available positions, openings will result each year from the need to replace workers who leave the occupation for various reasons.

EDUCATION AND TRAINING: A high school diploma is the minimum requirement for employment as a companion. When in high school, secretarial courses and home economics courses may be beneficial.

SPECIAL QUALIFICATIONS: A great deal of patience is required for this type of work. Companions should be able to read well and carry on interesting conversations. They should have a sense of responsibility, compassion, and a cheerful disposition.

EARNINGS AND ADDITIONAL BENEFITS:	Earnings of companions vary widely depending on the employer. Some companions are paid minimum hourly wages or slightly higher while others work for room and board. The benefits vary among employers. Holidays and other days off may be arranged between the employee and the employer.
WORKING CONDITIONS AND LIFESTYLES:	Long or irregular work hours may isolate companions who live in their employer's home from their families and friends.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:		
	Companion	309.677-010
	Home Attendant	354.377-014
	Home Health Aide	354.377-014

OCCUPATIONAL TASK: Exploring the job of a companion

OCCUPATIONAL COMPETENCY: Planning an activity appropriate for elderly persons

RESOURCES and/or MATERIALS

1. Access to a nursing home
2. Questionnaire for the Elderly
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Plan a social, recreational, work, and/or educational activity suitable for elderly persons.
2. Assess your interests in this type of work.

LEARNING ACTIVITIES

1. Survey the elderly persons in a nursing home and in your community to find about their social and recreational needs and preferences. Use the questions on the Questionnaire for the Elderly.
2. Brainstorm to identify and describe social, recreational, and educational activities suitable for elderly persons.
3. Using the information you compiled in the previous activities, plan a social, recreational and/or educational activity suitable for elderly persons. Role play the situation in class.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Compiling information about the elderly.
2. Planning an activity for elderly persons.
3. Participating in role-play activities.
4. Completing the Student Attitude Sheet.

QUESTIONNAIRE FOR THE ELDERLY

1. One of the best things about being elderly is:

2. One of the worst things about being elderly is:

3. How do you feel about learning and educational activities? What types do you wish were available to you?

4. What types of social and recreational activities do you wish were available for you in this community?

5. Describe your likes and dislikes.

6. What was your childhood like?

7. Where have you lived?

8. What types of work have you done over the years?

9. How did you feel when you first retired?

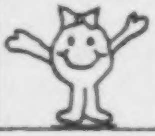
10. What were some of the changes in your life at retirement?

Name ________________________________

Occupational Cluster Consumer and Homemaking - Companion

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Asking questions to and talking with the elderly					
Planning an activity for the elderly					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ________________________________

____

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CAREER INFORMATION SHEET

JOB TITLE: Consumer Safety Officer **DOT CODE:** 168.267-042

DUTIES: Consumer safety officers (food and drug inspectors) protect consumers against unsafe and impure foods, drugs, medical devices, and cosmetics. Developing standards for quality, safety, labeling, and composition of products is included in their work. They may enforce rulings and issue orders to recall or cease selling hazardous products. Providing consumer protection before a product is marketed is considered a main function by them. They observe work performed by industry scientists and inspect work sites to detect harmful practices. They inspect selling methods, packaging, storage, and distribution of products. Labels are checked for proper weight, volume, content, and directions for use. These safety officers secure evidences of violations that may be used in a court of law.

WHERE EMPLOYED: They are employed by the Food and Drug Administration. This is a branch of the Federal Government that administers regulations under the Food, Drug, and Cosmetic Act. The consumer safety officers are employed in locations across the country and travel extensively to different locations.

EMPLOYMENT OUTLOOK: At the present time, employment outlook is less favorable. The list of eligible candidates registered under Civil Service waiting lists is much greater than the number of openings in the field. Those interested in working for the F.D.A. should also apply for other jobs while waiting to get on the list. A few openings may occur due to those leaving because of retirement or illness.

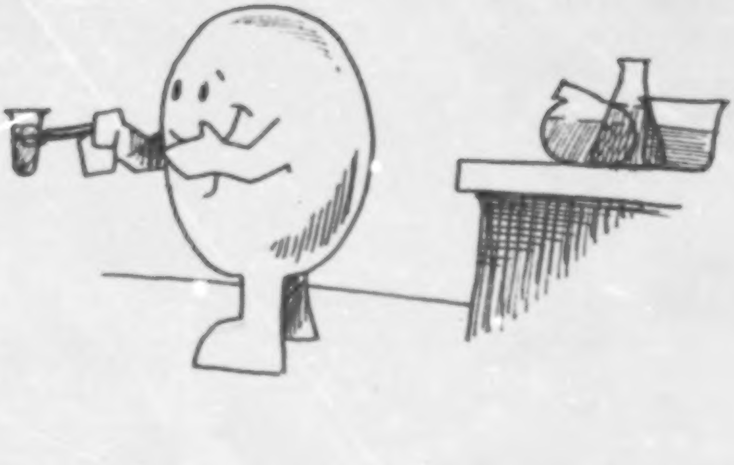
EDUCATION AND TRAINING: High school students interested in pursuing this field of work as a career should take the college entrance program, including courses in science and foods. To be considered for a position, applicants must have a bachelor's degree with 30 combined hours in biology, chemistry, nutrition, home economics, physical science, and epidemiology. If the degree is not completed, a total of four years combined experience is required. The combined technical and professional experience must be comparable to a degree. Beginners also must take on-the-job and classroom training and work under another officer before getting assignments on their own.

SPECIAL QUALIFICATIONS: Officers should be able to analyze in a logical, organized manner, assume responsibility and have an aptitude for math and science. They should be self-motivated, observant, alert, conscientious, and continue to study throughout their career in order to keep up with new techniques. They should be in good physical health and have good eyesight and color perception. Good memory, judgment, courtesy, honesty, and tact are important along with the ability to express themselves in writing or orally.

EARNINGS AND ADDITIONAL BENEFITS: Salaries for beginners range from $11,000 to $18,000. Officers in supervisory positions may earn in excess of $45,000 per year. The Government pays travel expenses and where necessary, furnishes cars. A 5-day, 40-hour week is the norm with overtime pay or time off for extra hours. Federal employees receive vacations with pay, paid holidays, medical and life insurance, sick leave, and retirement benefits.

WORKING CONDITIONS AND LIFESTYLES:

Consumer safety officers work in a variety of locations and must travel extensively. They may test and analyze products at laboratories maintained by the F.D.A. or use mobile units that can be taken to remote areas. The time spent at a particular job site is determined by the size and complexity of the job. They may have to contact attorneys, consumer groups, engineers, industry officials, and/or scientists. Some inspections may take place in restaurants, shipyards, retail stores, warehouses, or on farms. The constant mobility may tend to isolate them from friends and family.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Consumer Safety Officer	168.267-042
Director Consumer Affairs	188.117-050
Consumer Service Consultant	096.121-014
Tester, Food Products	199.251-010

OCCUPATIONAL TASK: Exploring the job of a consumer safety officer

OCCUPATIONAL COMPETENCY: Comparing two brands of a product

RESOURCES and/or MATERIALS

1. 2 brands of one product
2. Paper
3. Pencils
4. Samplers (other students)
5. Check List
6. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Use a checklist to compare two products in order to distinguish the difference between brands.
2. Determine your interests in this type of work.

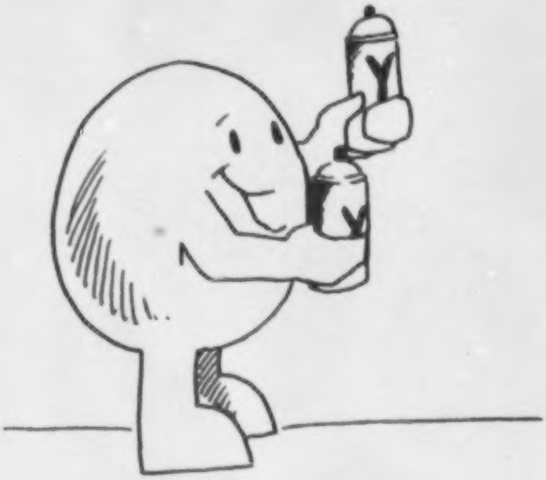
LEARNING ACTIVITIES

1. Determine the product to be tested.
2. Compare the products yourself or ask a panel of fellow students to assist in testing.
3. Complete the Check List or make one of your own if not applicable.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Comparing two similar products.
2. Completing Student Attitude Sheet.



Check List

	BRAND ______			BRAND ______		
	GOOD	BAD	AVERAGE	GOOD	BAD	AVERAGE
1. Quality	____	____	______	____	____	______
2. Quantity	____	____	______	____	____	______
3. Color	____	____	______	____	____	______
4. Weight	____	____	______	____	____	______
5. Truth in advertising	____	____	______	____	____	______
6. Labeling	____	____	______	____	____	______
7. Composition	____	____	______	____	____	______
8. Safety	____	____	______	____	____	______
9. Packaging	____	____	______	____	____	______
10. Taste	____	____	______	____	____	______

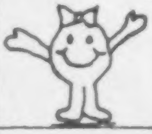
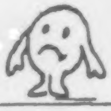
If any of the above do not apply to the product you wish to test, you may substitute other standards or compile a different Check List.

Name ______________________

Occupational Cluster Consumer and Homemaking - Consumer Safety Officer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Determining product to be tested					
Testing product					
Completing Check List					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________

CAREER INFORMATION SHEET

JOB TITLE: Extension Agent DOT CODE: 096.121-010

DUTIES: As an extension agent you will develop, administer, and participate in programs designed to improve the quality of individual, family, and community living. You will also work closely with 4-H, other community service agencies, and with agricultural extension agents. You may serve a city, county, or larger area. Also, planning and conducting out-of-school educational programs and interpreting research findings will be a part of the job. Helping people find solutions to problems concerning the different phases of family life is another duty.

WHERE EMPLOYED: S/he is employed jointly by the U.S. Department of Agriculture, state and local governments, and land grant universities.

EMPLOYMENT OUTLOOK: The employment outlook for the extension agent field appears to be good at the present time and this condition is expected to continue for the future. While some new openings should occur each year, the majority of extension home economists will be needed to replace present workers who retire or leave the occupation for other reasons.

EDUCATION AND TRAINING: During high school, a college entrance program is recommended for aspirants to this career. Courses in English, biological and physical sciences, social studies, mathematics, public speaking, and home economics should be included. A bachelor's degree in home economics is a minimum requirement. Some employers prefer or require completion of a master's degree.

SPECIAL QUALIFICATIONS: Good health, emotional stability, leadership qualities, and a sincere interest in being of service to people are necessary. Being able to instill confidence in others, work cooperatively with individuals and groups, and present ideas and information in a clear and precise manner are other important qualities. Good judgment, tact, imagination, resourcefulness, patience, and an understanding of human nature are necessary traits. Aspirants should also be interested in continuing to study throughout their careers.

EARNINGS AND ADDITIONAL BENEFITS: The educational background, experience, size, and geographical location determines the salary that the extension agent earns. Beginning salaries range from $9,500 to $13,000 a year. Average annual earnings of experienced extension home economists were $15,000, but reached as much as $29,000 a year in some counties. Fringe benefits include retirement plans, health and life insurance coverage, vacations with pay, and opportunities for study and attendance at professional meetings.

WORKING CONDITIONS AND LIFESTYLES: Much time may be spent in extension offices. Travel to other locations may be necessary to supervise or conduct various programs. Being able to deal with persons of varying ages, educational backgrounds, social, and economic status will be an asset to workers employed as extension agents.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Extension Agent	096.121-010
Home Economics Specialist	096.121-010
Home Economist	096.121-014

OCCUPATIONAL TASK: Exploring the job of an extension agent

OCCUPATIONAL COMPETENCY: Role playing different activities involving an extension agent

RESOURCES and/or MATERIALS

1. Role Play Situation Sheet
2. Chalkboard
3. Chalk
4. Eraser
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand some of the duties performed by extension agents.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Listen attentively to career information being presented by the teacher.
2. Respond with comments and/or questions.
3. Role play a situation in groups of four students.
4. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in role play situations.
2. Completing the Student Attitude Sheet.

Performing Tasks Required of an Extension Agent

Role Play Situations

Divide into groups of five people. One person in the group will assume the role of the extension agent and will draw a situation. Then, the four other group members will act as the group the extension agent is speaking to.

1. Advise a family about what foods are nutritionally good for them and which ones aren't.
2. Advise a small group of people how to properly dress for the climate that one finds in this area.
3. Explain to a group of new mothers how to take care of a baby.
4. Tell a group of people at camp about two games that are fun for all ages.
5. Explain how to safely scramble an egg and clean up afterwards.

**The chalkboard may be used whenever the students want to get their ideas across by using it.

***The group should be comprised of people from different economic and cultural backgrounds.

Name ____________________

Occupational Cluster Consumer and Homemaking - Extension Agent

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Listening to the career information					
Responding with questions and comments					
Role playing the situation					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

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CAREER INFORMATION SHEET

JOB TITLE: Family-Dinner Service Specialist

DOT CODE: 305.281-010

DUTIES: Family-dinner service specialists cook all types of meats, soups, vegetables, salads, desserts, and baked goods. They follow recipes and add spices and flavorings according to the tastes and preferences of their employers. They may plan menus and order food items themselves or follow the instructions of their employer or a member of the household staff. Duties may vary depending on the employer's needs, size of the household, and whether they work alone or have an assistant. They prepare foods for cooking, bake pies and cakes, cook gravies and sauces, and prepare beverages. In some households, they may be required to perform additional duties, such as cleaning the kitchen setting the table, serving meals, and washing dishes.

WHERE EMPLOYED: All family-dinner specialists are employed in private homes by families, retired persons, or others requiring or requesting their services. They may be employed by persons requiring special diets or help with food preparation. Some may work seasonally preserving fruits, vegetables, and/or jellies. All are employed to cook in private homes or dwellings.

EMPLOYMENT OUTLOOK: The employment outlook appears to be good, although most openings will result from the need to replace present workers. The increase in households with elderly persons may raise the need for cooking help. Working mothers and single parent households are also promising employment prospects.

EDUCATION AND TRAINING: Most employers require a high school diploma or the equivalent. Home economics courses and cooking classes are recommended. Vocational/technical courses in food service and management are not required, but are valuable in larger households. Those persons interested in this work should be in good health, have an interest in cooking, and be able to follow written or oral directions. They must be familiar with methods used to cook foods and the time required to prepare them. They must know about food storage, cost, quality, and quantity required. Some employers may furnish training under their direction if the applicant learns quickly. Previous experience in commercial kitchens may be helpful.

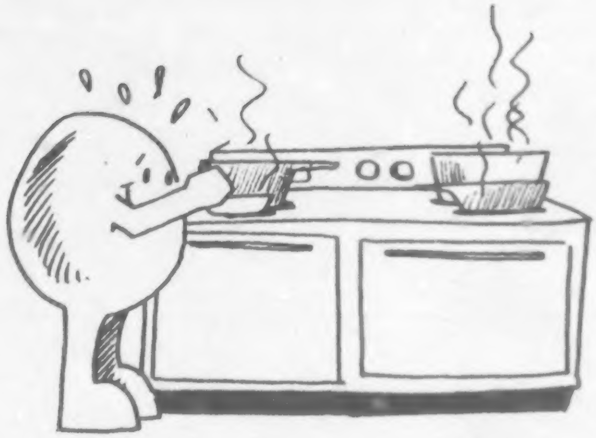
SPECIAL QUALIFICATIONS: An interest in food and cooking is essential. Food creativity and a basic knowledge of nutrition will be a valuable asset in menu planning. Most applicants must provide references and a health certificate. Good general health and the ability to stand for long periods of time may be necessary, depending on the size of the household. Some employers may demand specialties, such as fancy desserts, impromptu meals or entertaining. Family-dinner specialists should be able to follow written or oral instructions, communicate with others, work without constant supervision, and be innovative in meal planning.

EARNINGS AND ADDITIONAL BENEFITS: Wages depend on duties, ability, working hours, and geographic location. Dinner specialists who reside in the home of the employer may receive $150 to $400 per month plus room and board. Those working part-time for more than one employer may earn from $3.50 to $4.50 per hour. The work week for full-time employees may vary from 40 to 50 hours per week.

Holiday and weekend work may be required, with some time off on other days during the week. Vacations and other fringe benefits will vary with employers.

WORKING CONDITIONS AND LIFESTYLES:

Working conditions are generally good. Work areas are well lighted and supplies and equipment are adequate in most household kitchens. Those working full time for one employer are often provided with living quarters on the premises. Those employed on a daily basis may work for more than one employer. The length of work day may vary depending on the family's meal schedule.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Family-Dinner Service Specialist	305.281-010
Homemaker	309.354-010
Housekeeper, Home	301.137-010
Day Worker	301.687-014

OCCUPATIONAL TASK: Exploring the job of a family-dinner service specialist

OCCUPATIONAL COMPETENCY: Planning a menu

RESOURCES and/or MATERIALS

1. Basic 4 Sheet
2. Menu Forma Sheet
3. Magazines
4. Cookbooks
5. Cafeteria menus (optional)
6. Pencils
7. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Make a menu for a family of four using the Basic 4 requirements.
2. Complete the Menu Format Sheet.
3. Determine your interests in this type of work.

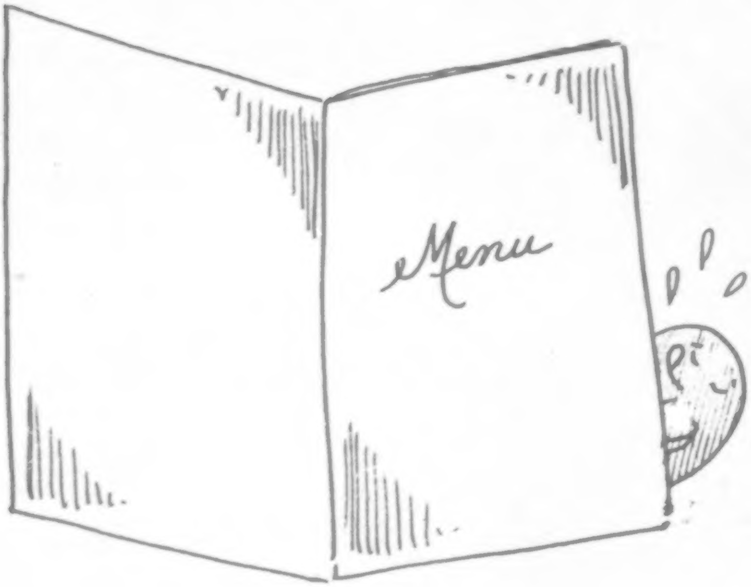
LEARNING ACTIVITIES

1. Read or glance through the magazines, cookbooks, and/or cafeteria menus to find food suggestions.
2. Check the Basic 4 Sheet to become familiar with the number of food requirements needed daily.
3. After getting your information, write the menus using the Menu Format Sheet to assist you.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Examining printed materials for food suggestions.
2. Becoming familiar with Basic 4 Sheet.
3. Completing and submitting menu to the teacher.
4. Completing Student Attitude Sheet.



Basic 4 Sheet

THE BASIC FOUR FOOD GROUPS

A Recommended Daily Pattern

1. MILK GROUP Foods made from milk contribute part of the nutrients supplied by a serving of milk.	Adults: Teenagers: Children:	2 servings 4 servings 3 servings
2. MEAT GROUP Dry beans or peas, soy extenders, and nuts combined with animal protein (meat, fish, poultry, eggs, milk, cheese) or grain protein can be substituted for a serving of meat.		2 servings
3. FRUIT & VEGETABLE GROUP Dark green, leafy, or orange vegetables and fruit are recommended 3 or 4 times weekly for vitamin A. Citrus fruit is recommended daily for vitamin C.		4 servings
4. GRAIN GROUP Whole grain, fortified or enriched grain products are recommended.		4 servings

FOOD GROUP NUMBER OF SERVINGS	MILK GROUP 2 adults 4 teens 3 children	MEAT GROUP 2 servings	FRUIT & VEGETABLE GROUP 4 servings	GRAIN GROUP 4 servings
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

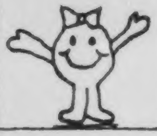
Menu Format Sheet

Name ______________________________

Occupational Cluster Consumer and Homemaking - Family-Dinner Service Specialist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Examining printed materials					
Becoming familiar with Basic 4 Sheet					
Planning a menu					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION SHEET

JOB TITLE: Home Attendant DOT CODE: 354.377-014

DUTIES: A home attendant assists in the physical care and welfare of others. S/he helps elderly persons to bathe, feed, and dress themselves. An attendant provides whatever assistance necessary to enable elderly persons to perform basic tasks so that they may remain in their homes. These tasks may include changing bed linens; washing and ironing clothing; purchasing, preparing, and serving food, following a prescribed diet; and may also assist the elderly person in and out of bed, to auto or wheelchair, to bathroom, and up and down stairs.

WHERE EMPLOYED: Some home attendants work in private homes where they may be employed by the individual or by a social or health agency. A few hospitals and nursing homes that extend their services out into the community offer employment opportunities. If you are interested in this type of work but prefer not to work in private homes, employment may be available in nursing homes, hospitals, and treatment centers for the handicapped.

EMPLOYMENT OUTLOOK: Employment in this field is expected to grow faster than all occupations through the mid 1980's due to the increased awareness on the part of the public and the medical profession of availability of home care services for the elderly. There will also be many openings for part-time work.

EDUCATION AND TRAINING:	Some training may be required if employed by a hospital, nursing home, or other public agency. Most employers prefer high school graduates but this is not always necessary. The ability to read and write is necessary. Courses in home economics such as meal planning and family living are helpful.
SPECIAL QUALIFICATIONS:	You should like to help people and not mind hard work. Attendants must be tactful and able to get along with all kinds of people. A cheerful disposition and the ability to offer emotional support and understanding are important. Good health is necessary because of lifting, moving, and supporting some elderly persons. You should be able to understand and follow written or spoken instructions. Being able to read well and to carry on a conversation are also important.
EARNINGS AND ADDITIONAL BENEFITS:	Wages and benefits vary according to work performed, the employer's income, and the custom of the local area. If employed by a public agency, wages range from 10¢ to $1.50 above minimum wage requirements. Most agencies give pay raises as experience is gained. Benefits may vary more than wages.
WORKING CONDITIONS AND LIFESTYLES:	Working conditions of home attendants vary with employers. Attendants may work unusual hours and be away from their homes for extended periods. They may be subjected to physical and emotional stress.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Home Attendant	354.377-014
Companion	309.677-010
Home Health Aide	354.377-014
Homemaker	309.354-010

OCCUPATIONAL TASK: Exploring the job of a home attendant

OCCUPATIONAL COMPETENCY: Assisting an elderly person

RESOURCES and/or MATERIALS

1. Role-Play Situation Sheet
2. Access to a life-size dummy
3. Small plastic dishpan
4. Soap and water
5. Washcloths and towels
6. Bed, chair, and table
7. Dressing gown or robe
8. Nail clippers, file, and cuticle clippers
9. Skin lotion
10. Rubbing alcohol
11. Tissue
12. Dental floss
13. Mirror
14. Toothbrush and toothpaste
15. Pair of dentures and dental brush
16. Shaving supplies: electric and blade
17. One set of male and female clothing
18. Hair brushes and combs
19. Bedpan/urinal
20. Walker
21. Crutches, cane
22. Set of linens
23. Liquid disinfectant cleanser
24. Scouring powder
25. Disposable cleaning cloth
26. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Role play techniques for assisting an elderly person to complete his/her daily cleanliness, grooming, and sanitation routines.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

In assisting an elderly person in personal routines, maximum independence on the part of the elderly person is to be supported. As a home attendant, you must remain sensitive to their feelings and attitudes as you assist them.

1. Watch a demonstration on the proper way to assist an elderly person:

    with bathing in bed or a bathtub
    with the care of skin and nails
    with the care of teeth and dentures
    with shaving
    with grooming and dressing
    with toileting.

    Possible resource persons for the demonstration might include a geriatric nurse, nursing home nurse, or aide.
2. After watching the demonstrations, role play a situation in which you would assist an elderly person with one of his/her daily routines.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in role-play activities.
2. Completing the Student Attitude Sheet.

ASSISTING ELDERLY PERSONS WITH DAILY ROUTINES

ROLE-PLAY SITUATIONS

Role play the part of one elderly person and one home helper for the following situations:

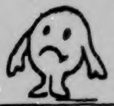
1. Giving a bath to a person who is bedridden.
2. Assisting someone who uses a walker to take a walk.
3. Assisting someone who cannot use a walker.
4. Reading to someone whose sight is diminished.
5. Clipping and filing an elderly person's nails and moisturizing his/her skin.
6. Shaving a male client.
7. Washing an elderly person's hair.
8. Brushing and combing an elderly person's hair.
9. Assisting an elderly person to use a bedpan.
10. Assisting an elderly person to dress him/herself.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Home Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Watching the demonstration					
Participating in role-play activities					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION SHEET

JOB TITLE: Home Economist DOT CODE: 096.121-014

DUTIES:	Home economists focus work efforts on improving products, services, and practices that affect the quality and standards of living of individuals, families, and communities. Also, they gather data to support or update current techniques, methods, and procedures.
WHERE EMPLOYED:	Various state and federal government agencies employ home economists. Utility companies, retail establishments, clothing, furniture, and other products related to the home economics areas are also sources for employment.
EMPLOYMENT OUTLOOK:	Employment opportunities in most home economics careers are expected to be good through the mid 1980's. In addition to new openings, home economists will be needed to replace present workers who retire or leave the profession for other reasons.
EDUCATION AND TRAINING:	Minimum education required for entry is a bachelor's degree in home economics. Graduate study leading to a master's or doctoral degree is necessary to qualify for employment in some specialized areas, such as nutrition, college teaching, and certain types of research and administrative positions.
SPECIAL QUALIFICATIONS:	All aspirants for home economists should have a sincere interest in working with people, an understanding of human nature, and a desire to contribute to improving the lifestyles and welfare of others. Above average

intelligence, good judgment, resourcefulness, initiative, and self-confidence are important traits in this field. An intersst in continuing education throughout one's career is important.

EARNINGS AND ADDITIONAL BENEFITS:

The federal government pays $10,500 or $13,000 depending upon the grades made in college. Working for a private business may earn from less than $10,000 for beginners with bachelor's degree programs to $22,000 or more for graduates of master and doctoral degree programs. Top administrative and research positions may earn $35,000 or more a year.

WORKING CONDITIONS AND LIFESTYLES:

Conditions differ depending on the place of employment and assigned responsibilities. Most classrooms and laboratories are well lighted and well ventilated. Work surroundings are similar in all fields. Some assignments require considerable travel. All home economists usually complete a great deal of paper work.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Home Economist	096.121-014
Home Economist, Consumer Service	096.121-014
Homemaker	309.354-010

OCCUPATIONAL TASK: Exploring the job of a home economist

OCCUPATIONAL COMPETENCY: Establishing a budget for a family

RESOURCES and/or MATERIALS

1. Copies of Budget Sheets
2. Container of small pieces of paper. Each piece of paper is to have a different annual salary on it.
3. Sheets of paper
4. Copies of Activity Sheet A - Budget Questionnaire

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Plan a budget for a family.
2. Recognize your interest in this type of work.

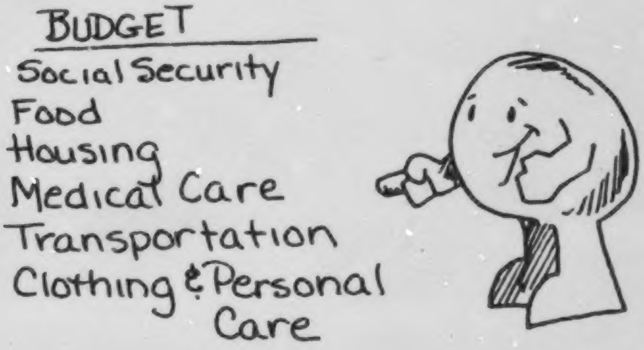
LEARNING ACTIVITIES

1. Use the Budget Sheet as a reference. (Teacher may choose to record information on chalkboard.)
2. Participate in working out equations.
3. Respond to Activity Sheet A - Budget Questionnaire.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting to the teacher equations on Budget Sheet.
2. Completing Budget Questionnaire Sheet.


BUDGET
Social Security
Food
Housing
Medical Care
Transportation
Clothing & Personal Care

Budget Sheet

SOCIAL SECURITY AND STATE TAXES	25%
FOOD	22%
HOUSING	24%
CLOTHING AND PERSONAL CARE	12%
MEDICAL CARE	5%
TRANSPORTATION	12%
	100%

Example for figuring out amount for each item for income you drew from container.

Income drawn from container: $14,000 Annual (yearly)

14,000

S.S. & S.T. .25 25% = .25

70000

280000

350000 = 3,500.00/year is spent on Social Security and State Taxes.

3,500.00 divided by 12 = 291.00. This is the monthly amount spent on Social Security and State Taxes.

Budget Questionnaire

Answer each of the following questions after you have worked out your budget for the yearly and monthly amount spent on each category.

1.a. Would this salary be appropriate for your family's lifestyle?

b. Why or why not?

2.a. Before completing the activity, did you think that your salary drawn from the container was a lot of money?

b. Why or why not?

3. Where would you want to spend more money and for what reason(s)?

4. Would you enjoy working with people concerning budgeting their income?

5. Assist the person beside you to locate where s/he may find $500 from his/her income for an emergency medical bill and still meet other obligations.

CAREER INFORMATION SHEET

JOB TITLE: Home Health Aide **DOT CODE:** 354.377-014

DUTIES: Home health aides care for elderly, convalescent, or handicapped persons. They change beds, do laundry, clean house, and purchase and prepare food for the patient and other members of the family. They assist patients in travel and grooming themselves. Aides administer medicine and treatments to patients as prescribed by physicians. They perform a variety of miscellaneous duties as needed by the employer.

WHERE EMPLOYED: Most home health aides are employed and supervised by social and health agencies. These agencies include public health and welfare departments, private health care agencies, and nonprofit community health organizations. A few hospitals and nursing homes employ home health aides.

EMPLOYMENT OUTLOOK: Employment of home health aides is expected to grow much faster than the average for all occupations through the 1980's. The trend toward public financing of home care services is expected to continue and should result in increased employment opportunities in this field. A large number of jobs will also become available because of the need to replace persons who leave the occupation for various reasons.

EDUCATION AND TRAINING: A high school diploma is preferred and sometimes required. The major educational requirement for a home health aide is the ability to read and write. A few agencies require previous training. Some agencies also require a year's experience working as an aide in a hospital or nursing home.

SPECIAL QUALIFICATIONS: Home health aides must be healthy, energetic, and be willing to work with people who have different types of illnesses. They must have a sense of responsibility, compassion, emotional stability, and a cheerful disposition.

EARNINGS AND ADDITIONAL BENEFITS: Beginning wages are usually based on the minimum hourly wage. Agencies in large cities generally pay higher wages. Most agencies give pay increases as aides gain experience and are given more responsibility. The benefits vary greatly among agencies. Some agencies offer no benefits, while others offer holidays and vacations with pay, sick leave, health and life insurance, and retirement plans.

WORKING CONDITIONS AND LIFESTYLES: Home health aides work in the patients' homes, so the work surroundings vary. While performing household duties, aides must stoop, lift, and perform other activities involved in cleaning and cooking.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Home Health Aide	354.377-014
Companion	309.677-010
Home Attendant	354.377-014
Homemaker	309.354-010

OCCUPATIONAL TASK: Exploring the job of a home health aide

OCCUPATIONAL COMPETENCY: Planning meals which will adequately meet the nutritional needs of elderly persons

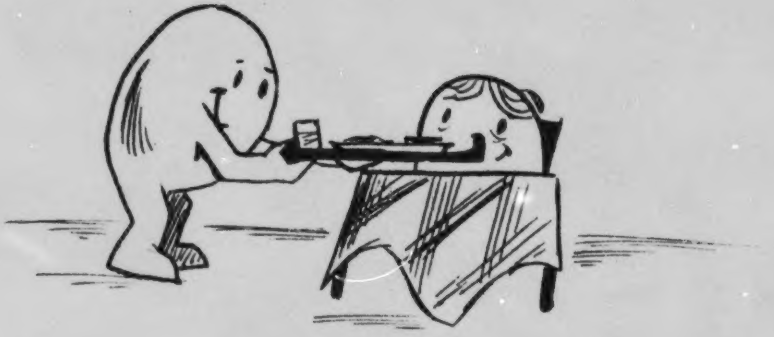
RESOURCES and/or MATERIALS

1. Survey questions for elderly food patterns
2. Basic Four Food Groups Sheet
3. Factors that affect appetite
4. The Elderly and Their Nutrition
5. Signs of Poor Nutrition Among the Elderly
6. Meal planning questions for the elderly
7. Sample menus
8. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Plan well-balanced, attractive meals for elderly in home-care situations.
2. Determine your interests in this type of work.



LEARNING ACTIVITIES

1. Read the sheet "The Elderly and Their Nutrition."
2. Survey the elderly in your community to find out information on their food habits. Use the questionnaire "Food for the Elderly."
3. Plan a well-balanced meal for an elderly person that will adequately meet their nutritional needs. Use the information on meal planning and nutrition for the elderly that is included in this packet.
4. Complete the Student Attitude Sheet.
5. (Optional Activity) Invite a dietitian or nutritionist to class to discuss the nutritional needs of the elderly.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Surveying elderly persons with respect to their food habits.
2. Planning a well-balanced meal for an elderly person.
3. Completing the Student Attitude Sheet.

THE ELDERLY AND THEIR NUTRITION*

1. The life expectancy of women is 75 years and men is 68 years.

2. One fourth of all older Americans' incomes fall below the poverty level.

3. After retirement, older people usually must adjust to a different lifestyle from that to which they had been accustomed. This may include living on a fixed income. They may look at welfare and food stamps as a handout. Their food choices may hinge on cost rather than nutritive value. Their change in income status may change their housing conditions; therefore, they may not have storage facilities.

4. Food habits may be altered by the lack of transportation or fear of leaving home for even a short period of time. Loneliness is an appetite depressant. The elderly have food habits that are part of their past. These are fixed and hard to change. There are good aspects to everyone's food habits. Build on these. Changes may come gradually.

5. The elderly are quite susceptible to food fads. They watch television a great deal.

6. The activity level of most elderly persons decreases. Lesser amounts of foods are needed, but quality is of major importance.

7. Senses of taste and smell are less acute. Many elderly have lost teeth or have denture problems.

8. Stomach and intestinal problems are common among the elderly. Many of the elderly have chronic illnesses.

9. Milk is important in the dietary needs of the elderly because of the nutrient calcium which promotes bone mineralization and strength. Elderly people often have iron-deficiency anemia. Water and fiber are important for proper stomach and intestinal function.

10. Snacks are often an important source of calories and other nutrients for the elderly. Nutritious, easy-to-prepare snacks should not be underestimated in the diet of the elderly. Many people are changing the three-meal pattern. Some prefer four to six small meals.

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*Adapted from AHEA Care and Independent Living Services for Aging

FOOD FOR THE ELDERLY QUESTIONNAIRE

Questions to ask the elderly in your community.

1. What are your current eating patterns? Number of meals? When do you eat?

2. What are your personal food preferences? What foods do you like most? What foods do you like least? How do you like your food prepared?

3. What, if any, economics restrictions do you have regarding your food choices?

4. Do you have any dietary restrictions due to medical problems or basic problems of aging - loss of teeth, digestive problems, etc.?

5. Is there a grocery store(s) available for your use? What problems do you have in getting your food?

6. What makes food look attractive to you?

THE BASIC FOUR FOOD GROUPS SHEET

The Basic Four food groups are a guide to good nutrition. The groups and the number of daily servings from each are as follows:

The Milk Group: Two or more servings each day. One serving is equal to:

1 - 8 oz. glass of milk
1 - 1/3 oz. of processed cheese, e.g., American cheese
1 - 1/2 cup cottage cheese
2 - cups ice cream

The Meat Group: 2 servings daily. One serving is equal to:

1 - 3 oz. lean, cooked beef, veal, pork, poultry, or fish
1 egg
1/2 cup cooked beans
2 tablespoons peanut butter

The Fruits and Vegetables Group: 4 servings daily. One serving is equal to:

1/2 cup cooked or raw fruit, fruit juice, or vegetable

The Bread and Cereal Group: 4 servings daily. One serving is equal to:

1 slice of bread
1 oz. of ready-to-eat cereal
1/2 to 3/4 cups cooked cereal, rice, cornmeal, grits, macaroni, or spaghetti

GUIDES TO MEAL PLANNING

1. Use the Basic Four Food groups as a general guide.

2. Plan a variety of colors for each meal.

3. Choose a combination of textures: smooth, crunchy, chewy, crispy.

4. Provide a variety of shapes and sizes.

5. Use varied preparation techniques: fried, stewed, broiled, baked, roasted, etc.

6. Consider the combination of flavors: bland, spicy, sweet, sour.

7. Plan to usually include both hot and cold foods in the meal.

8. Consider the likes and dislikes of those who will eat the meal.

9. Recognize the special dietary needs and restrictions of those who will eat the meal.

10. Plan for as few leftovers as possible.

11. Snacks should be chosen from nutritious foods.

12. It may be easier for the elderly person to eat four to five small meals than three large ones.

APPETITE AND THE ELDERLY

Here are some things that can lessen the appetite:

Headaches

Pain

Constipation

Illness

Poor Dental Health

Change in Taste Buds

Tiredness

Emotional Upset

Lack of Exercise

Boredom

Poor Nutrition

Unattractive Food

New Foods

Poorly Prepared Food

Snacks

SIGNS OF POOR NUTRITION AMONG THE ELDERLY

1. Poor health or ill-fitting dentures
2. Stomach problems
3. Alcoholism: alcoholics do not eat nutritious foods, but gain most of their calories from alcohol.
4. Loss of weight or height
5. Skin lesions
6. Poor appetite
7. Illnesses
8. Lack of ability to get around easily
9. Fear of eating some foods which are thought to have too much acid or are gaseous
10. Loss of enthusiasm for even favorite things

QUESTIONS TO THINK ABOUT WHEN PLANNING MEALS FOR THE ELDERLY

1. What is the approximate available amount of money for food purchase?
2. Who does the menu planning, shopping, and meal preparation?
3. What kinds of equipment are used or available? What are the storage facilities?
4. What are the food habits of this person?
5. What are the food preferences of the person?
6. Can you plan an adequate diet based on these food habits and preferences?
7. Do you need to alter the consistency of the diet?
8. Is eating painful or difficult?
9. Is the older person influenced by fads or prejudices?
10. What is the educational level of this person?
11. Is the person able to leave home alone?
12. Does the person ever dine at restaurants?
13. Is there a Meals-on-Wheels program available to the person?

Name ______________________________

Occupational Cluster Consumer and Homemaking - Home Health Aide

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Listening to the dietitian					
Completing the questionnaire					
Food for the Elderly					
Planning a meal					
Discussing the sample menus					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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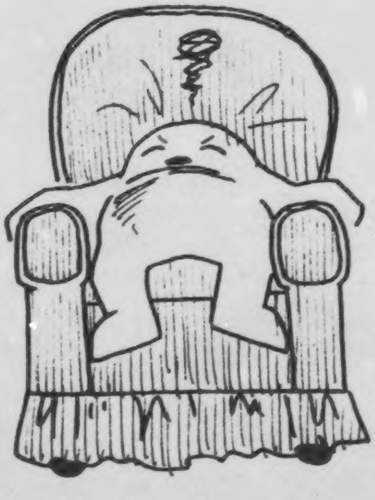
CAREER INFORMATION SHEET

JOB TITLE: Home Housekeeper DOT CODE: 301.137-010

DUTIES:	The home housekeeper supervises and coordinates activities of household employees in a private residence. They inform the new employees of employers' desires and gives instructions in work methods and routines. They assign duties, such as cooking and serving meals, cleaning, washing, and ironing, and adjusting activities to accommodate family members. Also, housekeepers order food and cleaning supplies, keep records of expenses, and may hire and discharge employees.
WHERE EMPLOYED:	Home housekeepers are employed in private homes of people.
EMPLOYMENT OUTLOOK:	The number of home housekeepers is expected to drop through the 80's. Thousands of openings will result each year from those who die, retire, or leave the occupation for other reasons.
EDUCATION AND TRAINING:	For most household jobs, practical experience in the area is more important than a formal education. Some acquire the skills by spending a year working as a mother's helper under the supervision of either an experienced household worker or their employer. Training programs sponsored by Federal agencies, State employment service offices, and local welfare departments also teach many of the skills needed for household work.
SPECIAL QUALIFICATIONS:	Home housekeepers must have physical stamina because they are on their feet most of the time and sometimes

must do heavy lifting. The desire to do a job carefully and thoroughly is important. Workers should be able to get along well with people and to work independently.

EARNINGS AND ADDITIONAL BENEFITS:	Home housekeepers are covered by Federal and State minimum wage laws. Some workers earn more than the minimum wage, as wages vary according to the work performed, employer's income, and the custom of the local area. Earnings are highest in the large cities, especially in the North.
WORKING CONDITIONS AND LIFESTYLES:	Most workers receive instruction from their employers, but are free to work on their own. Household work is often tedious, especially for day workers. Long or irregular working hours can isolate workers who "live in" from their families and friends; and if they are the sole employee in the household, they are likely to be alone most of the time.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:	Home Housekeeper	301.137-010
	House Worker, General	301.474-010
	Caretaker	301.687-010

OCCUPATIONAL TASK: Exploring the job of a home housekeeper

OCCUPATIONAL COMPETENCY: Compiling a work schedule

RESOURCES and/or MATERIALS

1. Chalkboard
2. Eraser
3. Chalk
4. One piece of notebook paper and one pen for each student

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Understand that housekeeping is a career.
2. Realize that more productive housekeeping needs a schedule to follow.

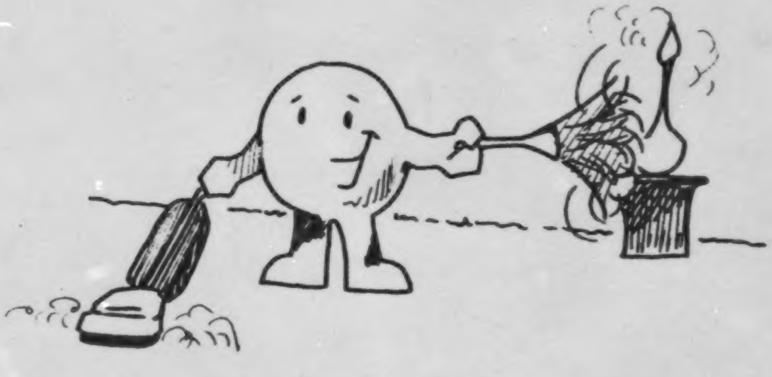
LEARNING ACTIVITIES

1. Mention housekeeping chores that you are aware of that need to be done in a home. (Ex.: make beds, dust, cook, etc.)
2. List at least 30 tasks on the board.
3. Bring out awareness that a certain order is necessary in order to do the tasks for optimum results in housekeeping.
4. Students will compile a work and time schedule for themselves that they would use if they were a home housekeeper for one day.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in class discussion.
2. Completing and submitting to the teacher a work and time schedule for a home housekeeper's use.



CAREER INFORMATION SHEET

JOB TITLE: Homemaker

DOT CODE: 309.354-010

DUTIES:	In a private home, the homemaker advises the family about problem situations such as nutrition, cleanliness, and household utilities. They also assist family members in planning nutritious meals, purchasing and preparing foods, and utilizing commodities from surplus food programs. A homemaker will assist the head of the household in training and disciplining children. Housekeeping duties are assigned to children according to their capabilities. They encourage parents to take interest in children's schoolwork and assist them in developing good study habits. Homemakers provide explanations of fundamental hygiene principles to families, assist with bedside care of the sick, and train family members to provide necessary services for sick persons.
WHERE EMPLOYED:	Homemakers are employed in clients' homes and also employed and supervised by social and health agencies. These agencies include public health and welfare departments, private health care agencies, and non-profit community health or welfare organizations. A few hospitals and nursing homes have extended their services into the community and employ homemaker - home health aides.
EMPLOYMENT OUTLOOK:	Employment of the homemaker is expected to grow very fast through the 80's. This growth is because more people (especially the elderly) will become aware that individual health care can be provided in the home, instead of having to go to a nursing home. Also, Federal Legislation

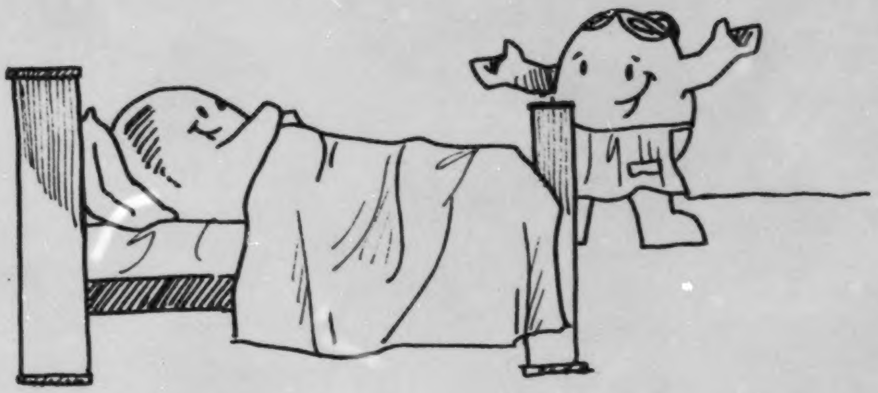
authorizing greater use of federal funds is expected for the future. A large number of jobs will become available because of the need to replace persons who leave the occupation to take other jobs or retire.

EDUCATION AND TRAINING: Generally, the only educational requirement for employment as a homemaker is the ability to read and write; completion of high school is not necessary, but it is preferred. However, courses in home economics such as meal planning and family living are helpful. Some agencies may require a year's experience as a nurse's aide. Some agencies provide a 1 or 2-week training program. Continuing training is given on the job by supervisors for specific case assignments. The minimum age for a homemaker is usually 17; however, most agencies prefer people in their 20's at least.

SPECIAL QUALIFICATIONS: Successful homemakers are mature persons who like to help people and don't mind hard work. They have a sense of responsibility, compassion, emotional stability, and a cheerful disposition. They are able to overcome an atmosphere of depression and bring brightness into the day of a sick, elderly person. They must also be tactful and able to get along with all kinds of people.

EARNINGS AND ADDITIONAL BENEFITS: The earnings for homemakers vary considerably. Wages may range from the minimum hourly wage to $2.00 or more higher than the minimum wage. Most agencies give pay increases to aides as they gain experience and are given more responsibility. Benefits vary from agency to agency. Some agencies hire "on call" hourly workers with no benefits, while other agencies employ aides on a full-time or part-time basis with many benefits and a minimum number of hours guaranteed.

WORKING CONDITIONS AND LIFESTYLES:	Homemakers work in patients' homes, so the work surroundings change from case to case. They must be able to accomplish household chores. The occupation has status compared to some jobs that don't require a high school education. There is the availability of part-time work and there are flexible hours involved with this type of job.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Family Relations

REPRESENTATIVE JOB TITLES:

Homemaker	309.354-010
Personal Attendant	309.674-014
Companion	309.677-010

OCCUPATIONAL TASK: Exploring the job of a homemaker

OCCUPATIONAL COMPETENCY: Explaining one area of the homemaker's duties

RESOURCES and/or MATERIALS

1. 1 piece of paper for each group
2. 1 pen or pencil for each group
3. 5 pieces of paper with one activity on each piece

   A. selecting chores for ages 5, 7, 9, 11, and 13
   B. teaching a family good personal hygiene methods
   C. teaching a family good nutritional habits
   D. dealing with an elderly person who is depressed
   E. naming 5 common household tasks and explaining how to perform each.

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Relate to the tasks involved with the occupation of a homemaker.
2. Decide if this type of career is for him/her.

LEARNING ACTIVITIES

1. Organize groups with no more than 5 people in each group.
2. Each group will draw one piece of paper.
3. As individual groups, the students will determine solutions to the activities that they draw.
4. One person from the group will write the solutions down and will present them to the whole group when everyone is finished.
5. Discuss in writing on a one-half sheet of paper if you like/dislike this occupation.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in group activities.
2. Completing written assignment pertaining to your becoming a homemaker.

CAREER INFORMATION SHEET

JOB TITLE: Dietary Aide DOT CODE: 355.677-010

DUTIES:	Dietary aides assist in preparing and serving food to patients in hospitals and nursing homes. They may also wash and peel fruits, make salads, and prepare foods in blender for liquid diets. They set up serving trays which are placed on carts and taken to specified floors. Other duties may include cleaning various appliances, sweeping, mopping, and polishing the work areas.
WHERE EMPLOYED:	Dietary aides are employed by medical and health care facilities and other places where people are receiving nursing care.
EMPLOYMENT OUTLOOK:	The employment outlook for dietary aides is expected to be good in the 1980's. This is because there will be more health care facilities built and an increased number of persons will be receiving nursing care. Also, job openings will occur from the need to replace present aides who are promoted or leave the work for other reasons.
EDUCATION AND TRAINING:	High school graduation is preferred and sometimes required by some employers. Courses in food preparation taken in high school or vocational school may be helpful. Beginners are trained on the job and usually learn their duties in a few weeks. In most states, a health certificate is required.

SPECIAL QUALIFICATIONS: Persons interested in this job should be in good health and have average physical strength. The ability to follow instructions, work quickly, and get along well with others is important. Aides should also be neat, well-groomed, honest, dependable, and polite.

EARNINGS AND ADDITIONAL BENEFITS: Beginning dietary aides usually are paid the Federal minimum wage, or slightly higher, depending upon where they work. They usually receive increases as they gain experience. Aides are often given free meals on the job. Most dietary aides work a 5-day, 40-hour week. Because meals are served everyday, weekend and holiday hours may be required.

WORKING CONDITIONS AND LIFESTYLES: Most hospitals and nursing homes are clean, well lighted, and ventilated; however, some kitchen and dishwashing areas may be hot and humid. Dietary aides are on their feet most of the day. They do a lot of walking, carrying, lifting, and pushing. During serving time, they may need to work quickly to deliver trays to patients while the food is hot.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Dietary Aide	355.677-010
Kitchen Helper	318.687-010
Nurse Aide	355.674-014

OCCUPATIONAL TASK: Exploring the job of a dietary aide

OCCUPATIONAL COMPETENCY: Setting up serving trays according to patients' prescribed diets

RESOURCES and/or MATERIALS

1. 10 small pieces of paper (1" x 2"), marked as follows: (10 for each letter)

    a. fork
    b. knife
    c. spoon
    d. sugar
    e. salt
    f. pepper
    g. napkin
    h. butter
    i. salad dressing
    j. plate
    k. glass
    l. milk
    m. coffee
    n. tea
    o. corn
    p. chocolate cake
    q. ham
    r. meat loaf
    s. tossed salad
    t. jello
    u. mashed potatoes
    w. potato chips
    x. pudding
    y. bouillon soup
    z. baked potato

2. Diet Specification Cards

*After all cards are made, place in separate stacks, grouping utensils and food.

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Fill food trays with correct food for their specified diet.
2. Understand and be more familiar with assembly line work.

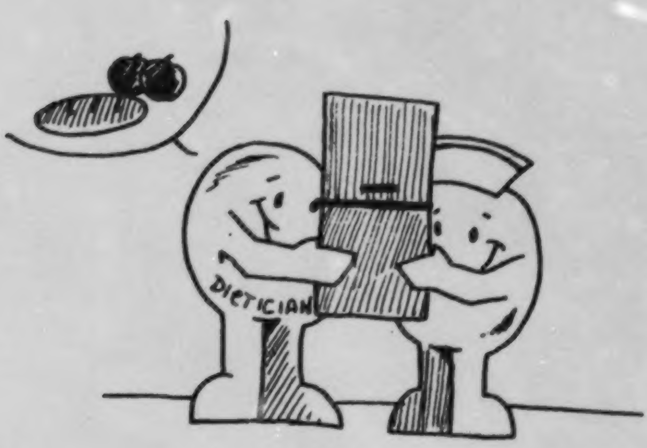
LEARNING ACTIVITIES

1. Listen as the teacher explains the duties of a dietary aide and the different diet descriptions.
2. Help make up some papers labeled as different foods.
3. Use a piece of notebook paper as a tray.
4. Place a name card on each tray.
5. Form a mock assembly line and place the "paper food" according to the individual patient's needs.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Listening attentively as teacher shares information pertaining to dietary aide and diet descriptions.
2. Completing different food labels.
3. Participation in mock assembly line.



Diet Specification Cards

Mr. Jones Rm. 311 Low Sodium meat loaf mashed potatoes coffee tossed salad corn chocolate cake	Mr. Adams Rm. 306 Low Fat meat loaf tossed salad corn mashed potatoes jello tea
Mrs. Williams Rm. 210 Regular corn ham chocolate cake mashed potatoes tossed salad coffee	Mrs. Elm Rm. 205 Regular ham tossed salad green beans mashed potatoes pudding coffee
Mr. Krebs Rm. 315 Regular meat loaf green beans mashed potatoes pudding coffee	Mr. Jones Rm. 110 Regular Diet green beans ham mashed potatoes tossed salad coffee
Mrs. Evans Rm. 115 Low Sodium corn meat loaf tossed salad green beans coffee	Mrs. Eads Rm. 103 Low Fat corn meat loaf tossed salad green beans coffee
Mrs. Smith Rm. 105 Clear Liquid Diet bouillon soup jello tea	

Definition of Different Diets

1. Low Sodium - No salt

2. Low Fat - Nothing with fat in it. (Example: crisco, butter, salad dressing, or any fried foods.)

3. Clear Liquid - Only food that you can see through.

4. Regular - Anything

LOW FAT
CLEAR LIQUID
LOW SODIUM
REGULAR

CAREER INFORMATION SHEET

JOB TITLE: Dietitian, Chief DOT CODE: 077.117-010

DUTIES:

Dietitians plan nutritious and appetizing meals to help people maintain or recover good health. They also supervise the food service personnel who prepare and serve the meals, manage dietetic purchasing and accounting, and give advice on good eating habits. Administrative dietitians apply the principles of nutrition and sound management to large-scale meal planning and preparation such as that done in hospitals, universities, schools, and other institutions. They supervise the planning, preparation, and service of meals; select, train, and direct food service supervisors and workers; budget for and purchase food, equipment, and supplies; enforce sanitary and safety regulations; and prepare records and reports. Clinical dietitians plan diets and supervise the service of meals to meet the nutritional needs of patients in hospitals, nursing homes, or clinics. Among their duties clinical dietitians confer with doctors and other members of the health care team about patients' nutritional care, instruct patients and their families on the requirements and importance of their diets, and suggest ways to maintain these diets after leaving the hospital. Research dietitians conduct, evaluate, and interpret research to improve the nutrition of both healthy and sick people. This research may be in nutrition science and education, food management, or food service systems and equipment. They may conduct studies of how the body uses food. Nutritionists may counsel individuals and groups on sound nutrition practices to maintain and improve health or engage in teaching and research.

WHERE EMPLOYED:

The majority of dietitians work in hospitals, nursing homes, and clinics. Colleges, universities, and school systems employ a large number of dietitians to teach or to work in their food service systems. Dietitians also work for health-related agencies, restaurants or cafeterias, and large companies that provide food service for their employees. Some dietitians are employed in the Armed Forces.

EMPLOYMENT OUTLOOK:

Employment of dietitians is expected to grow faster than the average for all occupations through the 1980's to meet the nutrition and food management needs of hospitals and extended care facilities, industrial plants, and restaurants. Dietitians will also be needed to staff community health programs and to conduct research in food and nutrition. In addition to new jobs, many others will open each year to replace those who die, retire, or leave the profession for other reasons. Opportunities should remain favorable for dietitians who wish to work part time.

EDUCATION AND TRAINING:

A bachelor's degree with a major in foods and nutrition or institution management is the basic educational requirement for dietitians. In order for a dietitian to qualify for professional recognition, the American Dietetic Association recommends that graduates complete an approved dietetic internship or individual traineeship program.

SPECIAL QUALIFICATIONS:

Persons who plan to become dietitians should have organizational and administrative ability, as well as high scientific aptitude, and should be able to work with a variety of people.

EARNINGS AND ADDITIONAL BENEFITS:	Dietitians' salaries range from $11,000 to $26,000 or more a year depending upon the amount of experience, degree classification, and the area of the country in which they work. Dietitians usually receive vacations with pay and health insurance and retirement benefits. Some hospitals also provide laundry service in addition to a salary.
WORKING CONDITIONS AND LIFESTYLES:	Most dietitians work 40 hours a week; however, dietitians in hospitals may sometimes work on weekends, and those in commercial food service may have somewhat irregular hours.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Dietitian, Chief	077.117-010
Dietitian, Research	077.061-010
Dietetic Technician	077.121-010
Dietitian, Therapeutic	077.127-014

OCCUPATIONAL TASK: Exploring occupations related to nutrition

OCCUPATIONAL COMPETENCY: Identifying the nutritional value of food

RESOURCES and/or MATERIALS

1. Available food books containing nutritional value charts.
2. Game: Nutrients Count!
3. Copies of Nutrition Careers Word Search Puzzle.
4. Copies of Careers Found in Word Search Puzzle.

MEATS
FRUITS & VEGETABLES
MILK & CHEESES
CEREALS & GRAINS

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize good nutritional food sources.
2. Understand the importance of a dietitian's work.
3. Become familiar with nutritional careers.

LEARNING ACTIVITIES

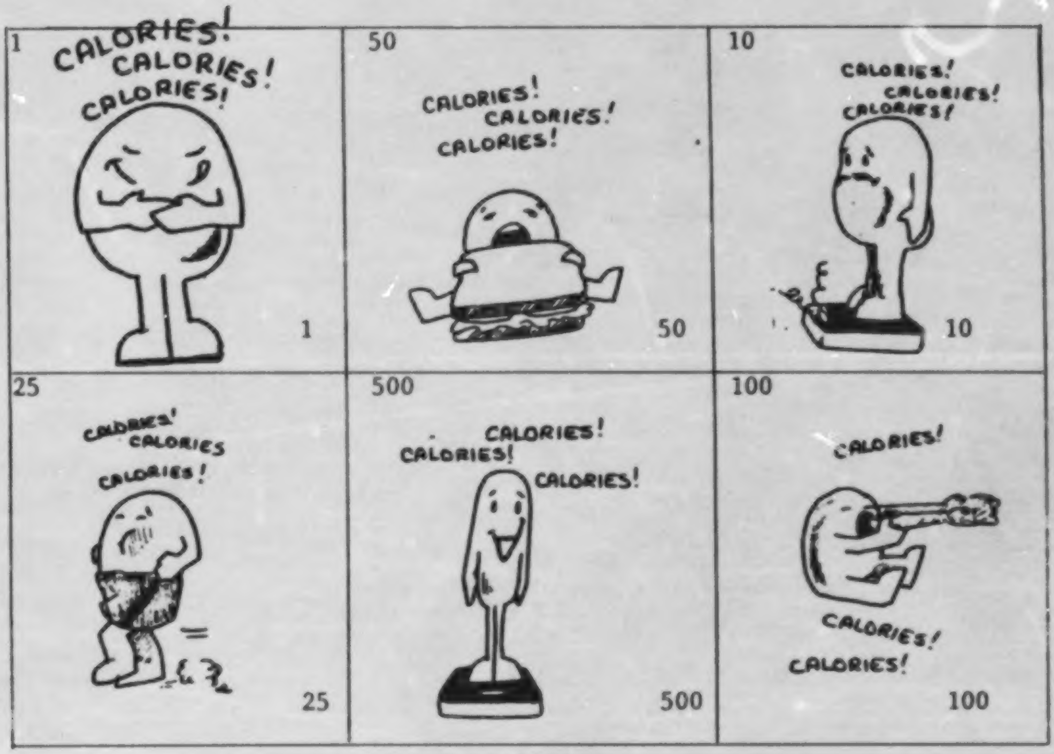
1. Research and record food value information on a given list of foods.
2. Using the information cards class members have recorded, play the game: "Nutrients Count".
3. Complete word search puzzle of Nutrition Careers.
4. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the word search puzzle.
2. Completing the Student Attitude Sheet.

Nutrients Count!


1
CALORIES!
CALORIES!
CALORIES!
1
50
CALORIES!
CALORIES!
CALORIES!
50
10
CALORIES!
CALORIES!
CALORIES!
10
25
CALORIES!
CALORIES
CALORIES!
25
500
CALORIES!
CALORIES!
CALORIES!
500
100
CALORIES!
CALORIES!
CALORIES!
100

NEED:

40 - 1's	20 - 10's	15 - 50's
20 - 5's	15 - 25's	50 - 100's

Suggested List of Foods

Pork Roast
Bacon
Broiled Hamburger
Ham (lean)
Frankfurters
Roast Beef
Lamb Chop
Pork Chop
Chicken (lean)
Turkey (roasted)
Liver (beef)
Pork Sausage
Bass Fish
Haddock
Shrimp
Tuna
Bologna
White Bread
French Bread
Raisin Bread
Rye Bread
Corn Bread
Saltine Crackers
Graham Crackers
Hamburger Roll

Macaroni
Spinach
Squash
Lima Beans
Cabbage (cooked)
Tomatoes (raw)
Corn (canned)
Asparagus
Green Snap Beans
Beets
Broccoli
Brussel Sprouts
Carrots
Cauliflower
Celery (raw)
Cucumbers (raw)
Egg Plant (cooked)
Lettuce (raw)
Mushrooms (canned)
Onions
Potato (baked)
Sweet Potato (cooked)
Peas (canned)
Spaghetti Noodles
Apple Pie

Suggested List of Foods (continued)

Pound Cake
Rice Breakfast Cereal
Oatmeal
Brownies with Nuts
Pancakes
Popcorn
Potato Chips
Grapefruit
Orange
Grapefruit Juice (unsweetened)
Dried Prunes
Fruit Cocktail
Strawberries (fresh)
Applesauce
Apricots
Avocados
Banana
Blackberries
Blueberries
Cantaloupe
Cherries
Cranberries
Grapes
Peaches
Blueberry Pie
Lemon Meringue Pie
Pumpkin Pie
Chocolate Chiffon
Pretzels
Margarine
American Cheese
Buttermilk
Chocolate Milk
Cheddar Cheese
Cream Cheese
Sour Cream
Ice Milk
Egg
Vegetable Fat
French Salad Dressing
Thousand Island Dressing
Salad Dressing
Mayonnaise
Tea
Peanuts
Pecans
Chocolate Covered Peanuts
Honey

Suggested List of Foods (continued)

- Pineapple
- Plums
- Raisins
- Watermelon
- Apple Juice
- Orange Juice
- Pineapple Juice
- Whole Milk
- Skim Milk
- Hot Cocoa
- Ginger Ale
- Cola Type Soft Drink
- Tomato Catsup
- Tomato Soup

Nutrition Playing Card Preparation

*Notes for the teacher

1. Prepare playing cards by copying the sketch below on a master for use on a duplicating machine.

2. After filling in the indicated information, cut out the playing cards.

3. Assign each student a list of foods to research using a nutritive value chart. (see list in unit)

4. Students may also cut out pictures of foods and glue onto the playing cards to add interest and color.

5. One completed set of cards is needed to play the game, "Nutrients Count!"

6. Depending on the size of the group, additional set of cards can be made by the students.

Protein	Calcium	Iron	Vit. A	Vit. B1	Niacin	Vit. C

Name of food________________________

Size of serving______________________

No. of calories______________________

1. The object of the game is to get eight different AWARD CARDS by buying foods that will provide 100 percent of the RDA for each of the eight nutrients. Each food bought must be paid for with calories. AWARD CARDS are given when a player reaches 100 percent of the Recommended Dietary Allowance (RDA) for that nutrient.

2. One player should serve as the banker. The banker receives the calories after each purchase and makes the necessary change.

3. Any number of students can play, but to keep turns frequent and excitement high, it is better to have two to four players.

4. Place a shuffled stack of calories on the table, and give the remainder to the banker for making change. The banker gives each player 1500 calories to begin the game.

5. After placing stack of food cards face down in the center of the table, turn up the top seven cards.

6. To determine which player will play first, all players draw from the shuffled stack of calories. The player who draws the card containing the lowest calories begins. In turn, players may buy any food or foods shown on the face-up cards as long as they can pay the calories indicated on the cards. Foods purchased are placed face up on the table in front of the purchaser. When the total percent value of any nutrient on the player's cards reach 100 percent, s/he may ask the banker for an AWARD CARD for that nutrient. S/he keeps the award cards earned displayed in front of him/her on the table.

7. After a player has purchased all of the cards s/he is able to pay for, s/he draws two cards from the deck. Additional cards are turned up to replace cards which were purchased. Another student then begins his/her turn.

8. A player may pass on any turn if s/he does not wish to buy anything on the board or if s/he does not have enough calories to make a purchase.

9. The winner is the first player to receive eight different AWARD CARDS.

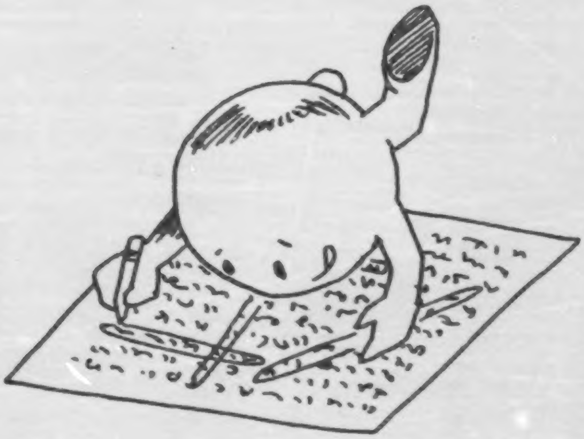
Nutrition Careers Word Search Puzzle

O B C I T N A C O K R L V U F K B M O L
P L M O J R N R F V D X R Q A S G Y U B
B Z L N U E J T I E S N D Y O M T L O H
E A V U M T T L C V C I C E S B D K C H
Q C E T R N M Z O P H E V M G D V F H H
G I K R A I Z B D S O A T B N L C M E A
M O P I B N U N Z C O L Y R U F B G T B
R T U T L A R P Q T L U X K T X W Y G I
W E Y I B I V C I N F T H U R F I V I Q
D N B O H T O S K T O U I J I W E J Z N
A M O N U I K J L V O Z C F T P K M O E
S D N A I T I T E I D L A C I N I L C T
L C M I B E M P R W S Q N H O I E Y L S
A P M D P I U Q V B E G D F N N T N V M
N B W E S D O K Q X R Y E L I I I H U L
O O R S H W O R A N V C G M S U T J B T
I I C T E C H N I C I A N J T J I R X S
S A Q P T D P Z G V C E F Z G D A E E I
S E Y H L O D I R L E K D T F I N H J M
E G I N E A M E B P D C N B E K G C E O
F E Q J S H S K O S I F R Y G R T A F N
O J R G K D L S Q R E H C R A E S E R O
R U E O O N P G I I T S F I O G D T X C
P F I O S T R A N S I O L S O P W N G E
A W F T P M H A H Y T C S Q W F I T K E
R W H H X T A B U S I A X V Q V P A C M
A K J U O A Z F I C A O N K E B C J G W
P U C O N S U L T A N T P T L T J G W H
N A I T I T E I D D E R E T S I G E R Q

Careers Found in Word Search Puzzle

TECHNICIAN
RESEARCHER
HOME ECONOMIST
PARAPROFESSIONALS
REGISTERED DIETITIAN
CONSULTANT
ASSISTANT

FOOD SERVICE
CLINICAL DIETITIAN
TEACHER
SCHOOL FOOD SERVICE DIETITIAN
NUTRITION AIDE
DIETITIAN INTERN
NUTRITIONIST

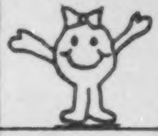


Name ____________________

Occupational Cluster Consumer and Homemaking - Dietitian, Chief

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Researching food value information					
Completing word search puzzle					
Playing: "Nutrients Count"					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Dietitian, Clinical DOT CODE: 077.127-014

DUTIES:

Dietitians assess the nutritional needs of patients and prepare individualized dietary plans based on their needs. Consulting with physicians regarding patients' diets and instructing patients and their families on the diets prescribed for them are other duties of dietitians. They may work with inpatients and out-patients in clinics or hospitals. Teaching individuals or groups of patients about nutrition and visiting the homes of patients to assist them further are among other duties. Some provide instruction to nurses and other members of the health care staff.

WHERE EMPLOYED:

About half of the employed dietitians work in the hospitals, clinics, and other health care facilities. Others are employed by colleges and universities and/or public and private institutions for children or the aged. Other places of employment for dietitians are correctional institutions, private and public schools, nursery schools, childcare centers, summer camps, and various cafeteria establishments. Federal, state, and local government agencies hire dietitians to administer and operate food service programs and to participate in research studies. The military services and international food organizations use dietitians. A few are self employed and work as consultants. Other employers include industrial, caterers, hotels, restaurants, and transportation companies.

EMPLOYMENT OUTLOOK:	An average of 3,300 openings are expected to occur each year between now and 1990. The need for dietitians will continue because of expanding hospitals, community health care facilities, industrial cafeterias, commercial eating establishments, school lunch programs, and facilities for the aged. In addition, job openings may result from the need to replace present workers who retire or leave the profession for other reasons.
EDUCATION AND TRAINING:	During high school, interested persons should take a college entrance program with courses in chemistry, biology, mathematics, the social sciences, data processing, and home economics. The minimum educational requirement is a bachelor's degree from a program approved by The American Dietetic Association. College courses frequently required include food and nutrition, institution management, bacteriology, chemistry, and physiology. Other important courses are mathematics, data processing, sociology, economics, and psychology. Advancement to higher level positions in teaching and research usually requires graduate education.
SPECIAL QUALIFICATIONS:	Persons in this field should have above average academic ability, a sincere interest in foods as they relate to the health of individuals, desire to continue education throughout their careers, and the ability to get along well with others. They should be able to make decisions, organize their work, identify and find solutions to problems, and work under pressure.
EARNINGS AND ADDITIONAL BENEFITS:	Average salaries of beginning dietitians range from $12,000 to $15,000 a year. With experience and continued professional education, salaries

increase between $15,000 and $25,000, and in some instances, earnings may reach $30,000 a year or more. Most dietitians work 37 to 40 hours a week. If they are employed by a hospital or other organization that serves food 7 days a week, it may be necessary to work some weekends. Part-time work is often available in this career.

WORKING CONDITIONS AND LIFESTYLES:

Physical surroundings generally are modern, pleasant, and adequately equipped. Many dietitians work directly with people (students, patients, dietary workers, general public, and other health care professionals.) The clinical dietitian's day is spent counseling patients and their families and conferring with physicians, interns, social workers, nurses, and nursing students. In addition to working in offices and conference rooms, they may occasionally visit the homes of patients to advise on food planning and preparation.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Dietitian, Clinical	077.127-014
Dietitian, Consultant	077.127-018
Community Dietitian	077.127-010

OCCUPATIONAL TASK: Exploring the job of a clinical dietitian

OCCUPATIONAL COMPETENCY: Developing a diet for a person with a specific calorie intake stated

RESOURCES and/or MATERIALS

1. Food and Calorie Sheet (one per student or put information on board)
2. Paper
3. Calorie Specification Cards

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Accurately calculate the given number of calories specified in the card that you draw.
2. Make the menu look appetizing.
3. Meet the Basic Four with the food prescribed in the menu.

LEARNING ACTIVITIES

1. Listen as the teacher explains the Basic Four.
2. After the teacher has given instructions on how to draw your calorie intake, plan a one-day diet meeting this calorie requirement.
3. Referring to the Calorie Sheet (either on the board or given on an individual sheet), you will make up your diet.
4. Complete your sheet with calories allowed.
5. State meal indicating calories in each food and give total of each.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Calculating the number of calories.
2. Meeting the Basic Four.

Food and Calorie Sheet

If students have books available in the classroom with this information in them, they may wish to use them.

Each person should have the following everyday:

2 servings from the meat group
4 servings from the fruit and vegetable group
4 servings from the bread and cereal group
3 servings from the milk group

FRUIT AND VEGETABLE GROUP

apple	medium	70
applesauce	1 cup	230
apricots	3	55
asparagus	6 spears	23
lima beans	1 cup	180
green beans	1 cup	30
beets	1 cup	50
blueberries	1 cup	85
broccoli	1 cup	140
cantaloupe	½	60
carrots	1 cup	45
cucumber	6 slices	5
corn	1 cup	170
tomato	medium	35
lettuce	¼ head	8

BREAD AND CEREAL GROUP

macaroni	½ cup cooked	78
biscuit	1	140
bread-white	1 slice	60
wheat	1 slice	55
cereals		
oatmeal	1 cup cooked	130
bran flakes	1 oz.	85
cornflakes	1 oz.	110
shredded wheat	1 oz.	100
crackers		
graham	2 med. sq.	55
saltines	2 2" sq.	35

MILK GROUP

cheese		
American	1 oz.	105
blue	1 oz.	105
cottage cheese	1 cup	240
cream cheese	1 oz.	105
Swiss	1 oz.	105
ice cream	½ cup	145
buttermilk	1 cup	90
skim milk	1 cup	90
whole milk	1 cup	160

MEAT GROUP

ham	3 oz.	245
bacon	2 strips	100
hamburger	1 patty	245
sirloin steak	3 oz.	330
beef liver(fried)	2 oz.	130
chicken(boiled)	3 oz.	115
chicken(fried)	½ breast	155
drumstick	1	90
eggs		
fried	1	108
omelet	2 eggs	214
poached	1	80
scrambled	1	110
fish		
halibut(broiled)	3 oz.	155
ocean perch (breaded, fried)		195
frankfurter	1	155

Calorie Cards

800 Calories Per Day	850 Calories Per Day	1000 Calories Per Day	1200 Calories Per Day
1500 Calories Per Day	1600 Calories Per Day	1700 Calories Per Day	1800 Calories Per Day
1900 Calories Per Day	2000 Calories Per Day	2100 Calories Per Day	2200 Calories Per Day
900 Calories Per Day	1300 Calories Per Day	1400 Calories Per Day	2300 Calories Per Day
1250 Calories Per Day	1350 Calories Per Day	1450 Calories Per Day	1550 Calories Per Day

CAREER INFORMATION SHEET

JOB TITLE: Food Demonstrator DOT CODE: 297.354-010

DUTIES:	Food demonstrators show the uses of items such as foods and appliances used with which to prepare them. They create interest in the product. Demonstrators display the product, point out its features, answer questions, and may distribute descriptive literature or free samples of the item. They generally provide information indicating where the product can be purchased.
WHERE EMPLOYED:	Food demonstrators may work in grocery, department, and variety stores, private homes, as well as at conventions, trade shows, or shopping centers.
EMPLOYMENT OUTLOOK:	The employment outlook is good. A few new openings should result from the continuing interest of manufacturers to present new products to the public on a personal basis. Most of the time, openings will occur because present demonstrators retire, advance, or leave the occupation for other reasons.
EDUCATION AND TRAINING:	Food demonstrators should be high school graduates. Courses in English, public speaking, sales, and merchandising should be helpful. Beginners in food demonstrating are usually trained by experienced demonstrators. Some organizations have their own training programs in demonstrating and sales techniques.
SPECIAL QUALIFICATIONS:	A demonstrator should have a pleasant personality, a neat appearance, and an interest in meeting and talking with people. Physical stamina,

honesty, integrity, and courtesy are also important.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings for food demonstrators vary. Those who sell items which they demonstrate are usually paid a commission from 10% to 40% of the total amount of the sale. Part-time demonstrators may earn from less than $20 to $30 a day. Full-time demonstrators for a company may receive from less than $100 to more than $175 a week. The hours worked per week could vary from 20 to 40 hours or more. Working time may include some evening and weekend hours.

WORKING CONDITIONS AND LIFESTYLES:

Most food demonstrators work indoors in well-lighted and ventilated surroundings. They must do a lot of standing, generally in one place or a small area. Conditions range from working in comfortable private homes to demonstrating products in retail stores or trade shows which may be noisy and crowded. The position as food demonstrator allows for meeting all types of people and possibly much traveling between assignments.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Food Demonstrator	297.354-010
Exhibit - Display Representative	297.367-010
Demonstrator, Electric-Gas Appliances	297.357-010

OCCUPATIONAL TASK: Exploring the job of a food demonstrator

OCCUPATIONAL COMPETENCY: Creating an item for a relish tray

RESOURCES and/or MATERIALS

1. Carrots
2. Apples
3. Pickles
4. Tomatoes
5. Radishes
6. Paring Knife
7. Potato Peeler
8. Apple Corer
9. ½ Cup of Orange Juice
10. Toothpicks
11. Bowl of Ice Water
12. Large Tray
13. Small Bowl With Ice
14. Salt
15. Pepper

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Prepare foods for a relish tray.
2. Realize your interests in this type of work.

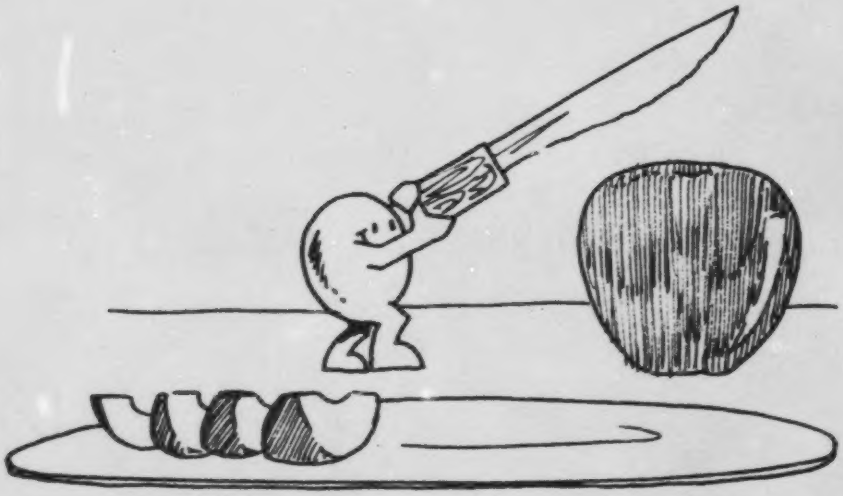
LEARNING ACTIVITIES

1. Watch a demonstration of preparing the following foods for relish tray:
    - Carrot Curls
    - Apples Slices
    - Pickle Fans
    - Tomato Cups
    - Radish Roses
2. After watching the demonstration, make one or more items for the relish tray.
3. After all of the items for the relish tray are created, the food should be attractively arranged on the tray.

EVALUATION PROCEDURES

Your evaluation will consist of:

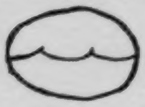
1. Observing attentively a demonstration for preparing foods for relish trays.
2. Participation in preparing food for a relish tray.
3. Arranging attractively foods for relish tray.
4. Completing Student Attitude Sheet.

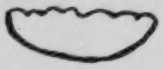


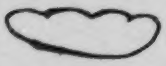
Techniques for Preparing Relish Tray

Wash all food before starting demonstration. Do not peel the apple. The teacher should demonstrate each of the following to the class.

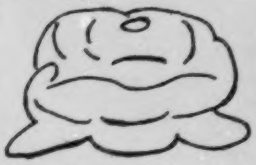
1. CARROT CURLS - Firmly press potato peeler against a carrot. Go along the entire length of the carrot. You should have a wide strip of carrot. Take the strip; roll it around your finger, slip it off; secure with a toothpick. Place in bowl of ice water.
2. APPLE SLICES - Cut apple into 4 pieces. Cut away the seeds in a smooth manner. Now slice each 4th in 1/4 inch wide slices of apple. Dip the slices into orange juice and place as a border around the tray. (The orange juice prevents the apple from turning brown.)
3. PICKLE FANS - Hold pickle at base or lay it down (whichever seems easier.) Slice through pickle at 1/8 inch intervals, leaving base intact. Lay on ice.
4. TOMATO CUPS - Using apple corer, go around the center of the tomato. Insert corer, then pull the corer out, leaving a curved mark, move to next unscored spot and insert. Continue until tomato is scored all the way around. Then gently pull apart. Place on ice. (You may also use this technique with apples.)







5. RADISH ROSES - Use large radishes if you can. Cut through the radish, leaving bottom edge intact. Place in ice water. (This causes them to expand.)



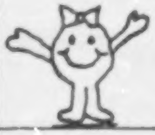
NOTE: Arrange on the tray with your own imagination. Vegetables and fruits look more appetizing when they are attractive.

Name ____

Occupational Cluster Consumer and Homemaking - Food Demonstrator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Observing the demonstration					
Designing the food item for the relish tray					
Arranging the food on the tray					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

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CAREER INFORMATION SHEET

JOB TITLE: Food Technologist DOT CODE: 041.081-010

DUTIES: Food technologists apply scientific and engineering principles in research, development, production technology, quality control, packaging, processing, and utilization of foods. They also develop new and improved methods for food processing, production, quality control, packaging, and distribution. Food standards, safety and sanitary regulations, and waste management are also developed by food technologists. They may also test new products in test kitchens; develop specific processing methods in laboratory pilot plants; and confer with process engineers, flavor experts, along with packaging and marketing specialists to resolve problems. They may specialize in one particular branch of food technology.

WHERE EMPLOYED: Food technologists are employed by chemical and food processing plants. Other employers may be federal, state, and local government agencies; colleges and universities; and research organizations.

EMPLOYMENT OUTLOOK: Employment prospects are expected to be good through the 1980's. An oversupply of technicians exists in some parts of the United States, while in other locations there is a shortage of these workers. This means that some technicians may need to relocate in order to find employment. In addition, many technicians will be needed to replace workers who retire or transfer to other types of jobs.

EDUCATION AND TRAINING: Two to three years of specialized technical training normally are required for entry into technician careers. During high school, students planning on careers as science or engineering technicians should complete a college entrance program with as many courses as possible in mathematics and science.

SPECIAL QUALIFICATIONS: A person considering a food technologist position should have above average grades in high school mathematics and science. One should have the ability to visualize blueprints and other scientific and engineering drawings in three-dimensional perspective. Hobbies and leisure-time activities, such as assembling physical and chemical science experimentation kits, model making, and collecting and mounting biological specimens may also help in determining interest.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of food technologists depend upon the size, type, and geographical location of the employing organization, and the educational background, experience, and responsibilities of the individual. Salaries of beginners having bachelor's degrees range from approximately $7,500 to $16,500 a year. Those with the master's earn between $9,000 and $23,000 and food scientists having Ph.D.'s receive from $10,000 to over $24,000 annually. Fringe benefits provided by employers usually include vacations and holidays with pay, health and life insurance coverage, and some type of retirement plan.

WORKING CONDITIONS AND LIFESTYLES:

The working conditions of food scientists depend on their area of specialization. Those engaged in research spend much of their time conducting tests and experiments in modern, well-lighted, and air-conditioned laboratories. Those who work in production areas do considerable standing and walking and may be subject to machine noises, humid conditions, and the odors of food.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Food Technologist	041.081-010
Public Health Microbiologist	041.261-010
Mycologist	041.061-062

OCCUPATIONAL TASK: Exploring the job of a food technologist

OCCUPATIONAL COMPETENCY: Describing a new food and designing the container for enclosing it

RESOURCES and/or MATERIALS

1. Notebook paper (1 sheet per student) or manila paper
2. Crayons or magic markers
3. Pencil (1 per student)
4. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Better understand the different areas with which a food technologist is involved.
2. Decide whether or not this type of work would interest him/her.

LEARNING ACTIVITIES

1. Listen attentively as the teacher goes over the career information with the class.
2. Listen attentively to the teacher explanation of the packaging and development of new food from the Packing and Labeling Sheet.
3. Draw a new food and label it appropriately.

EVALUATION PROCEDURES

The evaluation will consist of your:

1. Listening attentively to explanation of instructions for the activity.
2. Drawing an idea of a new food.
3. Designing appropriate label.

Packing and Labeling Sheet

Criteria - Food labels must:

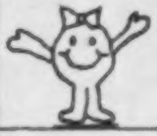
1. Be informative about the product.
2. Have eye appeal.
3. Contain instructions on the preparation.
4. Have expiration date.
5. Name the location of processing.
6. Indicate number of servings and size of each serving.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Food Technologist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Listening to career information					
Description from the Packing and Labeling Sheet					
Drawing a new food and labeling it appropriately					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Magazine Editor, (foods) **DOT CODE:** 132.037-022

DUTIES: Food magazine editors determine and interpret editorial policies of their publications, complete administrative functions, select articles to appear in the magazines, and supervise the work of staff personnel. They often write articles, columns, or editorials on subjects of concern to readers. They also coordinate the work of the editorial staff with activities performed by personnel in art production, circulation, and other departments.

WHERE EMPLOYED: Food editors are employed by publishers of newspapers, magazines, trade journals, books, radio and television stations, and other companies involved in communication and media activities.

EMPLOYMENT OUTLOOK: The employment prospects for food editors are expected to be fair through the 1980's. At present, the number of people qualified to enter journalism careers goes beyond the positions available and competition for openings is keen. Openings may occur each year, but most openings will result from the need to replace present workers who retire, are promoted, or leave the profession for various reasons.

EDUCATION AND TRAINING: Completion of a college entrance program during high school is recommended for persons interested in becoming editors. A bachelor's degree, combined with several years of journalism experience, is usually necessary to qualify for editorial positions. Many newspapers offer "internship" programs in which college journalism students are hired during summers as reporters, feature writers, copy readers, etc. After receiving their degrees, these students may be offered employment by the newspapers for which they worked. A graduate degree in journalism may be necessary for some positions.

SPECIAL QUALIFICATIONS: Above average grades in English compositions courses and serving on the staff of the school newspaper and/or yearbook may help determine if editing is for you. You must have the ability to get along well with people, to accept criticism, and to develop leadership qualities.

EARNINGS AND ADDITIONAL BENEFITS: Earnings depend on education and experience, position held, and type and size of the employing organization. In an entry-level position, such as reporter and copywriter, salaries range from $160 to $350 per week. Experienced workers promoted to positions as assistant editors receive approximately $250 to $500 a week. Those in top editorial positions may be paid from $400 to well over $750 a week.

WORKING CONDITIONS AND LIFESTYLES: Most editors work in comfortable, well-lighted, and air-conditioned surroundings. Usually they have private offices or have desks in the same areas as other editors. They frequently are in contact with other members of the editorial staff and attend numerous meetings and conferences. Some editors may do a lot of traveling. Sometimes the work is demanding and requires a great amount of responsibility. They often work under pressure to complete publication by deadlines. They are also subject to frequent distractions from telephones, reporters, and staff personnel.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Magazine Editor	132.037-022
Editor, Book	132.067-014
Editor, Department	132.037-018

OCCUPATIONAL TASK: Exploring the job of a magazine editor that deals with food

OCCUPATIONAL COMPETENCY: Writing about your favorite dish of food

RESOURCES and/or MATERIALS

1. Pen or pencil
2. Notebook paper
3. Student Attitude Sheets

* Many of the food magazines are a good resource material to use for examples of this occupation.

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Write the description of their favorite dish of food.
2. Read their description orally.
3. Determine your interest with respect to this kind of work.

LEARNING ACTIVITIES

1. Write a brief description of your favorite dish. The description should include the following:
    a. the appearance
    b. the ingredients
    c. how it tastes
    d. why you like it
    e. what accompanies it well
    f. when is a good time to serve this food.
2. Read your description aloud.
3. Class will vote whether or not the food may be appealing to them.

EVALUATION PROCEDURES

Your evaluation will consist of:

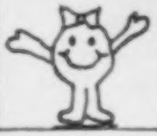
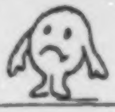
1. Completing and submitting to the teacher a description of your favorite dish of food.
2. Participation in reading your article to the class.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Magazine Editor (foods)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Writing description of your favorite dish					
Reading description aloud					
Voting on dish					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Nutritionist DOT CODE: 096.121-014

DUTIES:	Nutritionists are professionals who specialize in the maintenance or improvement of public health and the prevention of disease through nutritional guidance. They collect, analyze, and interpret data gained from nutritional research. They instruct and advise individuals or groups on appropriate foods with consideration given to ages, health conditions, activities performed, environment, and food costs.
WHERE EMPLOYED:	Most nutritionists work for private or public health agencies and social service agencies. Nutritionists involved full time in nutrition research are employed by government agencies, universities, industrial laboratories, and food laboratories. They also work for food manufacturers, retailers, and trade associations. A few nutritionists have private practices or are self-employed as consultants.
EMPLOYMENT OUTLOOK:	With the rising cost of food, there is increased public concern to improve personal food management programs; therefore, this should result in favorable employment opportunities for nutritionists. The demand will be greatest for work in health care programs. Other needed services may pertain to advising individuals and families on proper nutrition and teaching students training for health and social service professions.

EDUCATION AND TRAINING:	A bachelor's degree in food science and nutrition or in home economics with specialization in these two subjects is the minimum education required for entry into this profession. The degree program should be selected from a list approved by the American Dietetic Association. An internship program of one year is required by some employers. To qualify for employment as public health nutritionists and teaching positions, a master's degree is necessary.
SPECIAL QUALIFICATIONS:	Persons planning on careers as nutritionists should have above average academic ability (especially in the physical and biological sciences), an interest in foods and nutrition, and a desire to contribute to the health and well-being of people. They should be alert, well organized, dependable, resourceful, and able to work cooperatively with others.
EARNINGS AND ADDITIONAL BENEFITS:	Starting salaries range from $12,000 to $14,000 a year. Earnings may increase to $25,000 or more a year. Most nutritionists work a 5-day, 40-hour week. Sometimes evening lectures and appointments may be necessary. Fringe benefits usually include health and life insurance, pension plans, and vacations with pay.
WORKING CONDITIONS AND LIFESTYLES:	In general, working conditions are good. The physical surroundings are pleasant, modern, and adequately equipped. Some employees in this profession travel a great deal. Nutritionists who teach at hospitals or universities work in classrooms and usually have offices.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Nutritionist	096.121-014
Nutritionist, Public Health	077.127-010
Home Economist	096.121-014

OCCUPATIONAL TASK: Exploring the job of a nutritionist

OCCUPATIONAL COMPETENCY: Developing ways to cut food costs within a family

RESOURCES and/or MATERIALS

1. One sheet of paper per group
2. One pen per group
3. Copies of Career Information Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Develop ways to cut food costs in a family.
2. Understand some of the duties performed by nutritionists.
3. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Read Career Information Sheet pertaining to nutritionists.
2. Indicate the income level of family. (Example: low, middle, high)
3. Discuss with the group possible ways to cut food costs in a family of four.
4. Write down the best ways and be able to explain them.
5. Read the list to the class.
6. Answer any questions that the class may have about the group's ideas.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in class discussion.
2. Listening attentively to other group responses.

CAREER INFORMATION SHEET

JOB TITLE: Teacher, Home Economics **DOT CODE:** 091.227-010

DUTIES: The home economics teacher conducts junior, senior, and adult education; college; and university classes in different home economics subjects. They may also teach in specific areas. They must get teaching materials, prepare lesson plans, conduct classes, keep attendance records, maintain discipline, develop and score tests, and give semester grades.

WHERE EMPLOYED: Home economics teachers are employed by the Board of Education through areas of every state for the position of teaching in the secondary and elementary schools. Colleges and universities also employ home economics teachers, but usually they hire on an individual basis. The criteria for selection for employment may differ somewhat for each place. Another alternative for employment is in a specialized field. Educating the handicapped to function as well as possible on their own is another area for a home economics educator.

EMPLOYMENT OUTLOOK: Employment opportunities are very competitive. There are too many people qualified for the position and not enough openings. Opportunities will be best for applicants who are highly qualified and are willing to re-locate to find employment.

EDUCATION AND TRAINING: Teachers must be certified by their State Departments of Education and completion of a bachelor's degree in most states is necessary, although some are now requiring the master's degree. Specific information on teacher certification requirements can be obtained by writing State

Departments of Education. College preparation for a career in home economics education usually includes course work in liberal arts, home economics, and professional education emphasizing teaching methods, and student evaluation.

SPECIAL QUALIFICATIONS: Teachers instructing courses designed to prepare students for occupations often are required to have work experience related to that occupation. The purpose of the program differs from one with specific concrete items to learn. This program works to improve the personal, family, and community life of the students. It may also help to prepare them for future roles as adults, wage earners, and/or parents.

EARNINGS AND ADDITIONAL BENEFITS: Salaries across the nation range from about $10,500 to $18,000. Pay is determined by experience and educational background. Fringe benefits may include sick leave, personal leave, health and life insurance, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES: Most teachers work five to seven hours a day in the classroom. The remainder of their 40 to 50-hour workweek is spent with other school related activities. Other school related activities include meetings, grading papers, advisor to clubs, and/or administrative duties. Teaching requires a normal amount of physical activity such as walking, performing class demonstrations, talking, and leading class discussions. Teachers usually work a 10-month year, have other jobs, travel, and/or study for professional development during summer vacation.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Foods and Nutrition

REPRESENTATIVE JOB TITLES:

Teacher, Home Economics	091.227-010
Teacher, Handicapped Students	094.227-018
Four-H Club Agent	096.127-022

OCCUPATIONAL TASK: Exploring the job of a home economics teacher

OCCUPATIONAL COMPETENCY: Drawing a family tree and relating specific characteristics to it

RESOURCES and/or MATERIALS

1. Blackboard
2. Chalk
3. Eraser
4. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, the student will be able to:

1. Draw the family tree with 2 characteristics of each member.
2. Determine your interest with respect to this type of work.

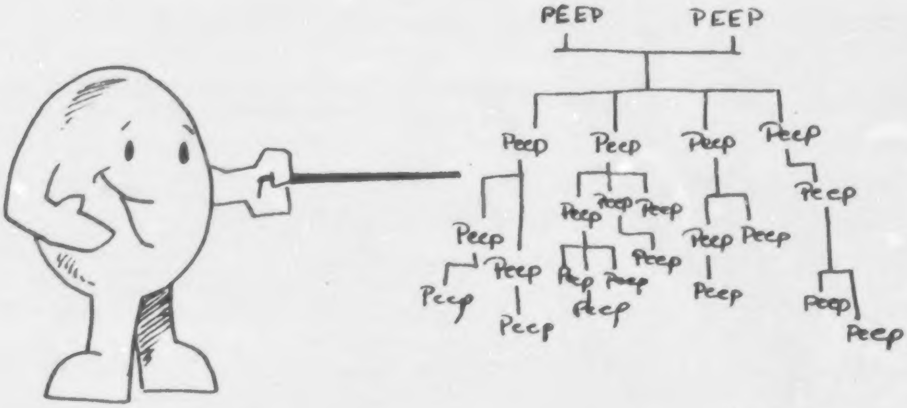
LEARNING ACTIVITIES

1. Observe teacher's illustrating an example of a family tree on the board.
2. Relating to this example, draw your own family tree.
3. On the same sheet, write two characteristics that you remember most about each person on your family tree.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting to the teacher your family tree.
2. Completing at least two characteristics about each family member listed on the family tree.
3. Completing the Student Attitude Sheet.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Name ______________________________

Occupational Cluster Consumer and Homemaking - Teacher, Home Economics

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Watching example illustrated on the board					
Drawing your family tree					
Writing characteristics about each family member					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Drapery Estimator DOT CODE: 299.387-010

DUTIES: Drapery estimators estimate the price of making and installing draperies. They also compute the cost of fabric and hardware. The cost of labor must be itemized in making and installing goods. A total record of price is kept on a sales check or contract and is made out by estimators. They may confer with the customer, architects, or interior designers.

WHERE EMPLOYED: Drapery estimators are employed by retail and department stores to service the needs of individual customers. Business firms may hire them for continual upkeep of a building's decor. Interior design firms also employ such people.

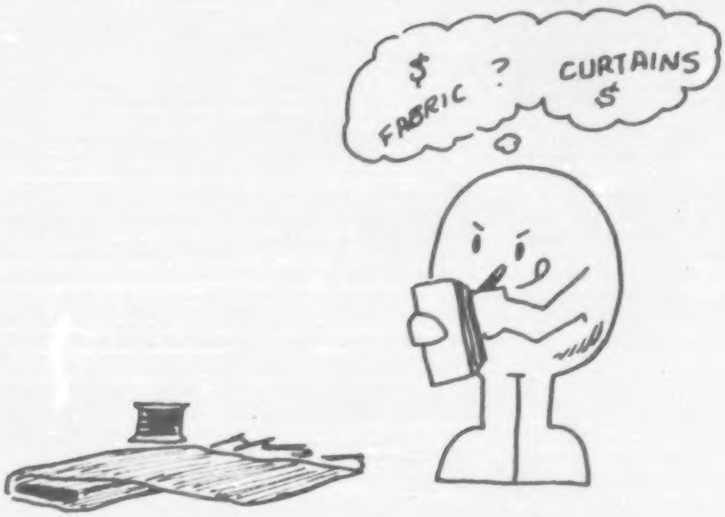
EMPLOYMENT OUTLOOK: The employment outlook may be good. More people are working, therefore, they have less time to work around the house doing jobs that used to be done by the persons living in the house.

EDUCATION AND TRAINING: A high school diploma is preferred by most employers. The specific training course usually lasts 2-3 weeks. It is slightly different depending on the employer. After the classroom training is given, on-the-job training is required by most companies.

SPECIAL QUALIFICATIONS: An interest in general mathematics is necessary for the job. Yardage, width of windows, and the cost of the fabrics are worked with constantly to provide the customer with the proper fit for their draperies. The ability to get along well with people is necessary also, because the job deals with people's individual design preferences.

EARNINGS AND ADDITIONAL BENEFITS: The amount earned is dependent upon the employer. The salaries range from minimum wage for a full-time worker to $7.50 an hour when working for some interior design companies.

WORKING CONDITIONS AND LIFESTYLES: People working as drapery estimators would average 40 hours a week. They would be required to travel to the homes, business establishments, or institutions for which drapes were going to be made to take measurements and figure costs of drapes. Drapery estimators may take various samples of fabrics with them to show to potential customers.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Drapery Estimator	299.387-010
Drapery Measurer	299.364-010
Drapery Cutter, Hand	781.584-014
Drapery Cutter, Machine	781.684-014
Drapery Hanger	869.484-014
Drapery Operator	787.682-018
Drapery Sewer, Hand	782.684-058
Drapery-Rod Assembler	706.484-010

OCCUPATIONAL TASK: Exploring drapery making

OCCUPATIONAL COMPETENCY: Computing the cost for making one pair of draperies

RESOURCES and/or MATERIALS

1. Worksheet I
2. Worksheet II
3. Fabric estimation guide form
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Realize that the application of mathematics is important in making draperies.
2. Better understand the field of drapery making.

4 3/8 yd.
$
¢
1/2 yd.
$3.89/y
6 1/4 yd.

LEARNING ACTIVITIES

1. Complete Worksheet I to determine the yards of fabric needed to make one pair of draperies for the window described on the work sheet. (Refer to the Fabric Estimation Guide for steps to follow).
2. Compute the cost of the draperies by using the information on Worksheet II.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Figuring the fabric yardage and cost for making one pair of draperies.
2. Completing the Student Attitude Sheet.

WORKSHEET I

Determining Fabric Yardage

Determining the total yards of fabric needed to drape an area 144 inches by 96 inches. Base your figures on fabric that is 50 inches wide.

STEP I. Total Width Needed

STEP 2. Widths of Fabric Needed

STEP 3. Total Length Needed

STEP 4. Total Inches of Fabric Needed

STEP 5. Total Yards of Fabric Needed

WORKSHEET I

Answer Key

STEP 1. 144 inches
+18 inches for seam allowance
=162 inches x 2 for 100% fullness

324 inches is the total width needed

STEP 2. Divide width of fabric into total inches needed for area to be draped.

$$\begin{array}{r} 6.48 \\ 50 \enspace 324.00 \end{array}$$

(Round off answer to decide that 7 widths are needed)

STEP 3. 96 inches is desired finished length
+12 inches for hem allowance

=108 inches for length

STEP 4. Multiply widths (from Step 2) times the number of length inches (Step 3)

7 widths x 108 inches = 756 inches of fabric required

STEP 5. Change inches to yards by dividing inches by 36

$$\begin{array}{r} 21.00 \\ 36 \enspace 756.00 \end{array}$$

WORKSHEET II

Computing Cost for Draperies

Compute the cost for making the draperies from Worksheet I.

Problem 1. 45 inch wide material that costs $4.69 per yard.

Problem 2. 54 inch wide material that costs $3.98 per yard.

WORKSHEET II

Answer Key

Problem 1. The cost for making the draperies would be $117.25 (25 yds. x $4.69)
8 widths of fabric would be required STEP 2
872 total inches required STEP 4
24.2 or 25 yards of fabric required STEP 5

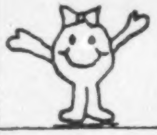
Problem 2. The cost for making the draperies would be $75.62 (19 x $3.98)
6 widths of fabric would be required STEP 2
654 total inches required STEP 4
18½ or 19 yards of fabric required STEP 5

Name ____________________

Occupational Cluster Consumer and Homemaking - Drapery Estimator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Determining yardage					
Determining cost					
Working with numbers					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

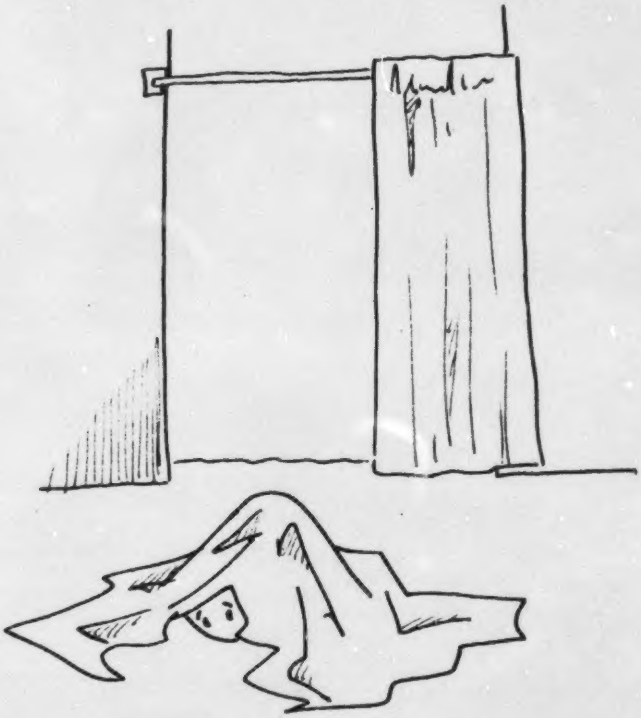
____

CAREER INFORMATION SHEET

JOB TITLE: Drapery Hanger DOT CODE: 869.484-014

DUTIES:	Persons involved in the occupation of making draperies and other window coverings measure, cut, sew, and install window coverings. They estimate the price of the draperies according to the measurements, type of fabric, and the cost of labor.
WHERE EMPLOYED:	Department stores and furniture stores that offer interior decorating services to their customers employ drapery workers. Some drapery workers are self employed and work from their homes. Also factories that produce ready-made draperies are large employers of drapery workers.
EMPLOYMENT OUTLOOK:	There will be employment openings as experienced workers retire, die, or transfer to other occupations. Also growth in the population, rising personal incomes, and increased business activity will create a demand for all manufactured products. However, employment may be slow because of advances in technology and the increase in the amount of goods each worker produces.
EDUCATION AND TRAINING:	There are few restrictions regarding education and most workers learn their skills on the job by helping and observing others. Home economics courses in sewing may be helpful.

SPECIAL QUALIFICATIONS:	Eye, hand, and finger coordination are important because these workers use hand tools or operate machines. A basic math knowledge is helpful in measuring and estimating quantities.
EARNINGS AND ADDITIONAL BENEFITS:	The average wage for this occupation ranges from $4 to $5 per hour. Benefits vary with the individual employer.
WORKING CONDITIONS AND LIFESTYLES:	Working conditions differ with employers. Department stores may be well lighted, ventilated, and very pleasant to work in while a factory may have high levels of noise, dust, and activity.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Drapery Hanger	869.484-014
Drapery-Rod Assembler	706.484-010
Drapery Measurer	299.364-010
Drapery Sewer, Hand	782.684-058

OCCUPATIONAL TASK: Exploring drapery making

OCCUPATIONAL COMPETENCY: Measuring a window and determining the amount of fabric needed for the draperies

RESOURCES and/or MATERIALS

1. A window to measure
2. Steel tape measure
3. Worksheets I and II
4. Measuring Guide I
5. Fabric Estimation Guide
6. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Accurately measure a window.
2. Compute the fabric yardage to make draperies for the window.

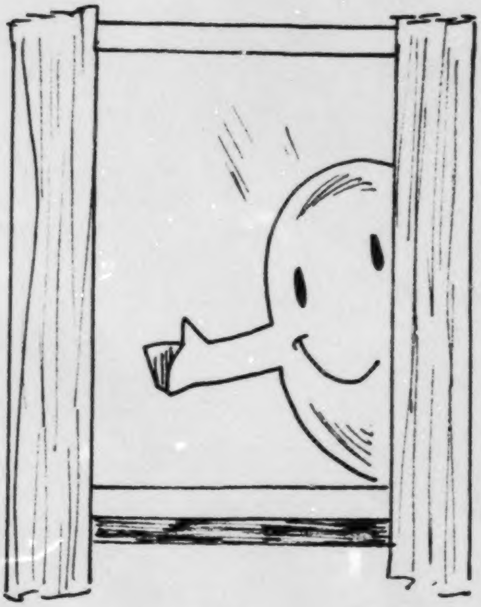
LEARNING ACTIVITIES

1. Read Measuring Guide for Windows and then measure the window of an assigned room with a steel tape measure.
2. Record your measurements on Worksheet I.
3. Read the Fabric Estimation Guide and then compute the number of yards of fabric needed to make draperies for the window.
4. Use Worksheet II to show your work as you figure the fabric yardage.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Measuring a window.
2. Determining the fabric yardage for draperies.
3. Completing the Student Attitude Sheet.



How to Measure a Window

Follow the rules listed below and measure a window in the classroom or in another assigned area.

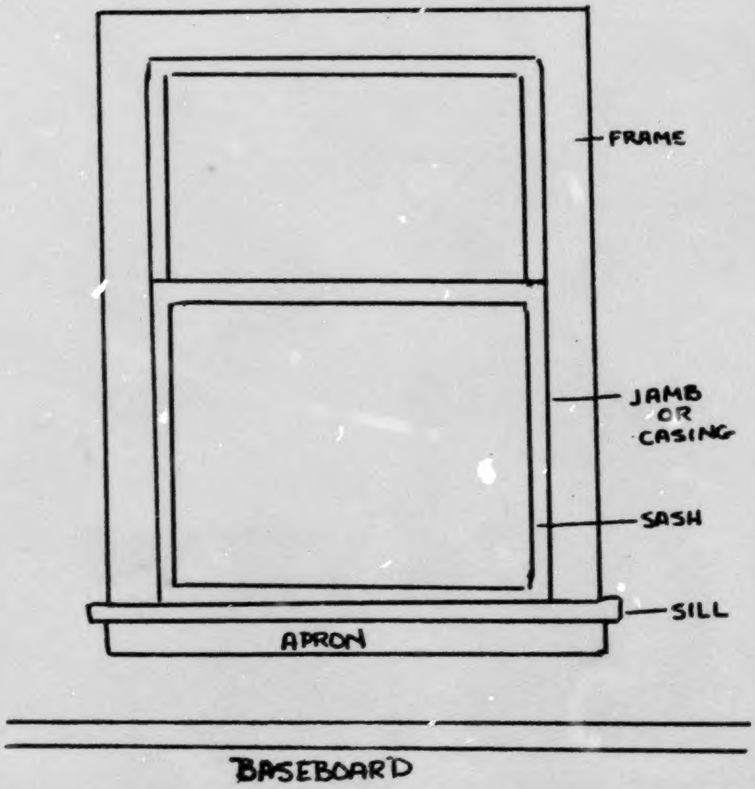
WIDTH

1. Measure across entire frame.
2. Measure outer edges of the frame to the fixture brackets.

LENGTH

1. Measure from the bottom of the rod to the sill.
2. Measure from the bottom of the rod to the lower edge of the apron.
3. Measure from the bottom of the rod to the floor.

Parts of a Window


FRAME
JAMB OR CASING
SASH
SILL
APRON
BASEBOARD

HOW TO MEASURE A WINDOW FOR DRAPERIES

1. Put up rods before you measure, or know exactly where they will be positioned.
2. Use a steel tape. Never use a cloth tape because it may stretch. Write the measurements down, then double check them to be sure.
3. The preferred length for draperies and curtains is from the top of the rod to the sill, apron, or floor.
4. Curtain width is at least twice the measured width of the window.
5. Drapery width is determined by measuring the width between rod brackets. The drapery width should measure at least two times the width of the window.

WORKSHEET I

MEASURING A WINDOW

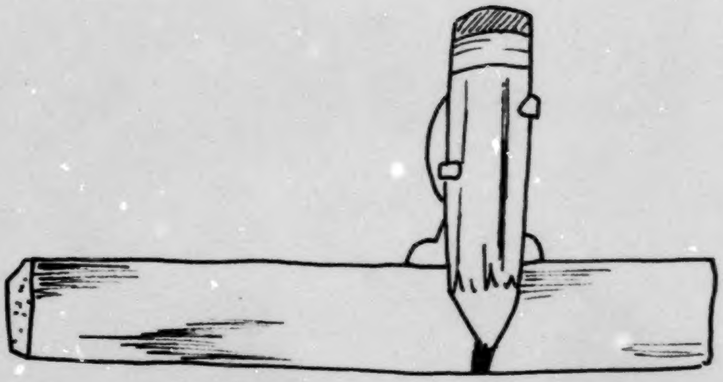
Record your measurements of the window in the space below.

WIDTH

1. Measurement in inches _____ width of window across entire window frame.
2. Measurement in inches _____ width of window from outer edges of frame to the fixture brackets.

LENGTH

1. Measurement in inches _____ length of window from the bottom of the rod to the sill.
2. Measurement in inches _____ length of window from the bottom of the rod to the lower edge of the apron.
3. Measurement in inches _____ length of window from the bottom of the rod to the floor.



WORKSHEET II*

Determining Yardage for Draperies

STEP 1. Total width needed for draperies

STEP 2. Width fabric needed (use 45 inches as fabric width)

STEP 3. Desired length of draperies

STEP 4. Total number of inches of fabric

STEP 5. Total number of yards of fabric

*Take window width and length measurements from Worksheet I.

FABRIC ESTIMATION GUIDE
DETERMINING YARDAGE FOR DRAPERIES

STEP 1. Total width needed for draperies (100% fullness)

Measurement inches for width of area to be draped
+ 18 inches for seam allowances

= X inches x 2 for 100% fullness

STEP 2. Widths of fabric needed

The fabric is X inches wide. Divide the width of the fabric into the total width needed as obtained in Step 1.

$X\overline{)\text{Total Width Needed}}$

STEP 3. Obtain desired length of draperies

Measurement in inches for length of draperies
+ 13 inches for hem allowances

= X inches of length

STEP 4. Obtain total number of inches of fabric

Multiply the number of width of fabric times the number of inches required for the length.

Widths X length inches = total inches of fabric needed

STEP 5 Obtain number yards of fabric

Convert the number of inches of fabric needed to yards by dividing by 36.

SAMPLE PROBLEMS

STEP 1. 36 inches to be draped
+18 inches for seam allowance

=54 inches x 2 for 100% fullness

108 inches is the total width needed

STEP 2. The fabric is 48 inches wide. Divide the width of fabric into the total width needed as obtained in Step 1.

$$\begin{array}{r} 2.25 \\ 48\overline{)108.00} \end{array}$$

(Round off answer to decide that 3 widths are needed)

STEP 3.

72 inches is the desired length for the draperies
+13 inches for hem allowances

85 inches

STEP 4.

3 widths x 85 inches = 255 inches of fabric

STEP 5.

$$\begin{array}{r} 7.08 \\ 36 \,\overline{)\,255.00} \end{array}$$

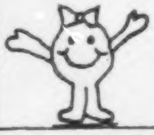
(Round off answer to decide that 7 1/4 or 8 yards of fabric are needed to drape an area 36 inches by 72 inches)

Name ______________________________

Occupational Cluster Consumer and Homemaking - Drapery Hanger

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Measuring the window and recording the measurements					
Figuring the yardage needed for the draperies					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

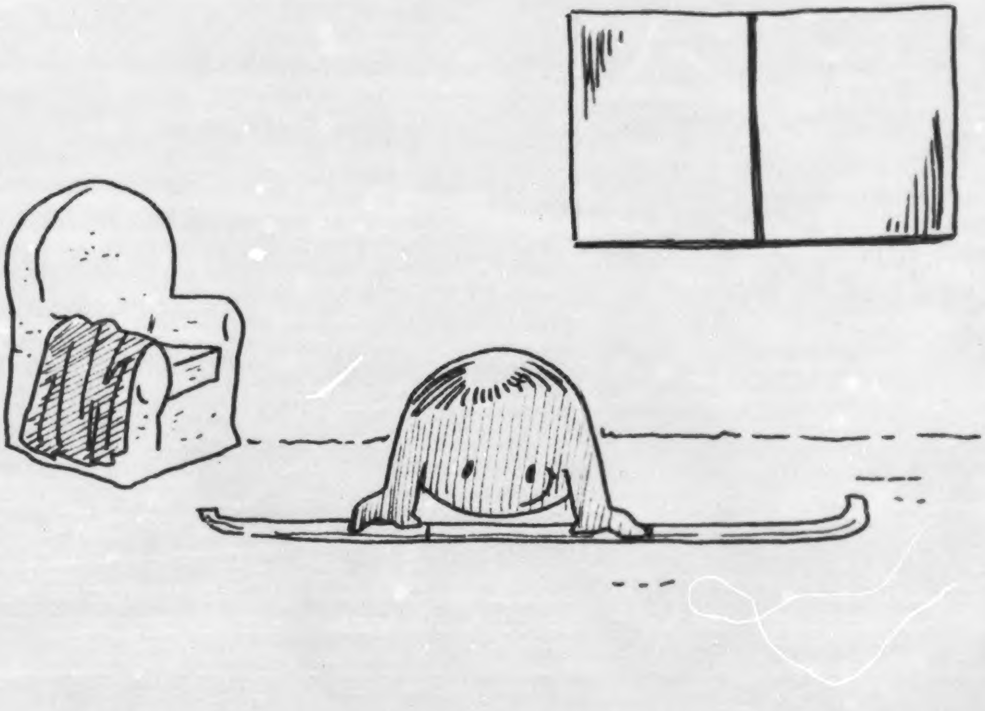
Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Drapery-Rod Assembler DOT CODE: 706.484-010

DUTIES:	The drapery-rod assembler assembles drapery rods to fit a customer's order. They must bend the rod to the customer's specifications to make sure it fits in a window box. They also install drapery pull-cords, drapery carriers, master carriers, and end pulleys on drapery rods.
WHERE EMPLOYED:	Drapery-rod assemblers are employed by large office complexes, interior designers, department stores, and other places which may specialize in draperies or the hardware that accompanies the installation of the rods.
EMPLOYMENT OUTLOOK:	As people hire more housework done for them, the employment outlook for drapery-rod assemblers is good. More items are ordered that are ready to install, therefore, the steps of putting the rods together will be completed at the factory.
EDUCATION AND TRAINING:	The education required is a high school diploma. Training is completed by working with an experienced assembler for a length of time specified by the individual employer. The employee must have general mathematical abilities in order to measure and calculate the proper length of the rods.
SPECIAL QUALIFICATIONS:	An assembler must have eye-hand coordination in order to put the rods together. The ability to work with your hands for an

	extended amount of time without fatigue developing is also a quality necessary to perform this job.
EARNINGS AND ADDITIONAL BENEFITS:	The amount earned is determined by the employing company. Earnings range from minimum wage up to $7.00 or more an hour for some specialty drapery stores. Additional benefits may include retirement, insurance, and other fringe benefits depending on the individual company.
WORKING CONDITIONS AND LIFESTYLES:	Employees may expect to work 40 hours a week. The work would be completed indoors in well-ventilated and well-lighted modern factories, shops, and/or retail stores. Bending, reaching, and light lifting may be required.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Drapery-Rod Assembler	706.484-010
Drapery Measurer	299.364-010
Drapery Cutter, Hand	781.584-014
Drapery Cutter, Machine	781.684-014
Drapery Estimator	299.387-010
Drapery Hanger	869.484-014
Drapery Operator	787.682-018
Drapery Sewer, Hand	782.684-058

OCCUPATIONAL TASK: Assembling rods

OCCUPATIONAL COMPETENCY: Installing curtain and/or drapery rods

RESOURCES and/or MATERIALS

1. Curtain and drapery rods
2. Curtain and drapery hardware
3. Screwdriver
4. Steel tape
5. Screws
6. Nails or toggle bolts
7. Pair of curtains or draperies
8. Guidelines for installing curtain and drapery rods
9. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify different types of curtain and drapery rods.
2. Identify different drapery and curtain hardware.
3. Select the proper rod and hardware for an assigned drapery or curtain.
4. Correctly install the rod.

LEARNING ACTIVITIES

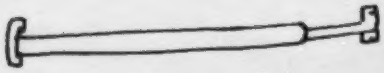
1. Study the guide sheet or transparency on Types of Curtain and Drapery Rods or visit a local store that has curtain and drapery rods on display.
2. Study the guide sheet or transparency on Types of Curtain and Drapery Hardware or visit a local store that has the hardware on display.
3. Read the Guidelines for Installing Drapery and Curtain Rods and Hardware.
4. Install a curtain or drapery rod.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

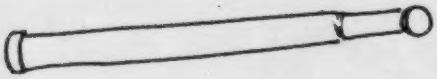
Your evaluation will consist of:

1. Identifying types of curtain and drapery rods and hardware.
2. Installing a curtain and drapery rod.
3. Completing the Student Attitude Sheet.

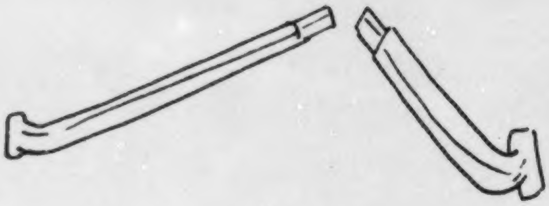
TYPES OF CURTAIN RODS



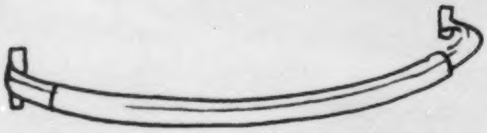
Sash and door curtain rod is used for shirred curtains on doors or windows.



Spring pressure curtain rod is used for shirred or cafe curtains.

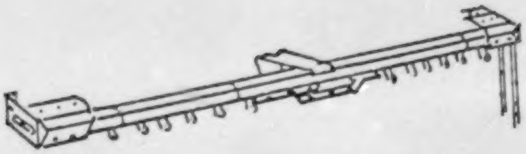


Corner window curtain rod is used for curtain or drapery for corner windows.

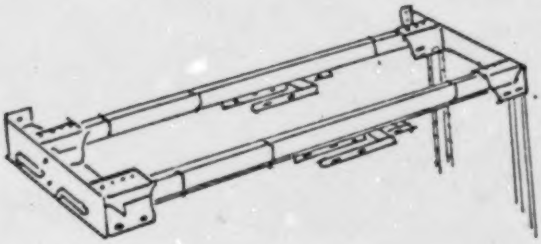


Curved curtain rod is used for extending curtains into the room for a bowed effect.

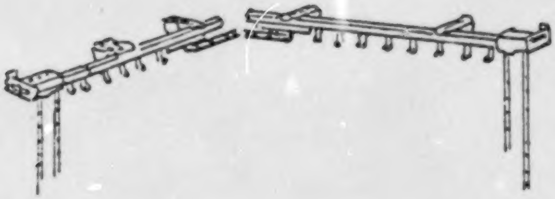
DRAPERY RODS
(Traverse Rods)



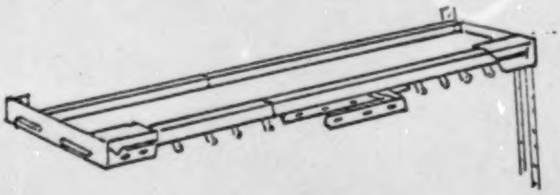
One-way traverse rod for pairs of draperies that meet in a corner. Has one left-hand and one right-hand draw.



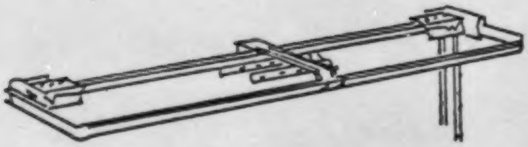
Double traverse rods are for pairs of draperies (sheers) with over draperies.



Adjustable two-way draw traverse rod is for draperies or pleated curtains that open from the center.

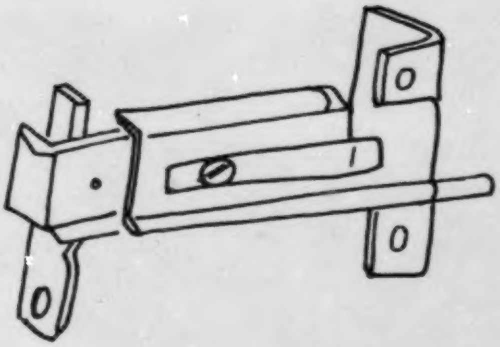


Combination curtain and traverse rod is for shirred curtains and pleated draperies.

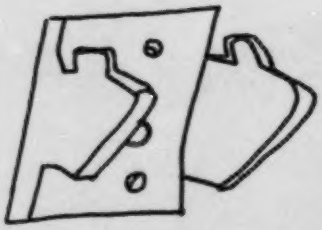


Combination traverse and valance rod is for draperies and a valance.

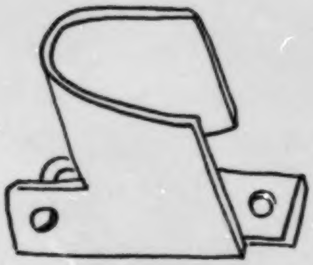
DRAPERY HARDWARE
(Brackets)



Traverse bracket is used with a regular traverse rod.



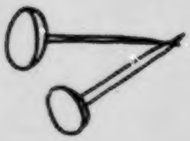
Double bracket is used with layered window treatments to hold flat curtain rods or traverse rods.



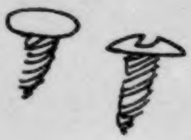
Inside bracket is mounted inside window casing or door frame to hold curtains.

HARDWARE

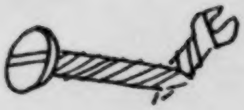
Screws and bolts for installation of curtain and drapery rods.



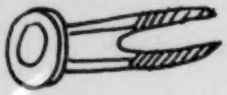
NAILS



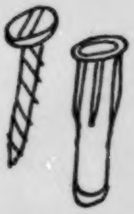
SHEET METAL SCREWS



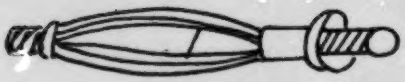
WOOD SCREWS



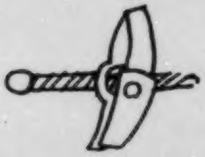
PLUG



PLASTIC OR FIBER PLUGS



TOGGLE BOLTS



MOLLY BOLTS

GUIDELINES FOR INSTALLING RODS

1. Determine the best screw, plug, or bolt to use for installing rods:

    a. On wood use wood screws, nails, or tacks.
    b. On dry or hollow walls use wall plug and screw, toggle bolts, or molly screws.
    c. On plaster use molly screw or toggle bolt.
    d. On masonry use wall plugs and screws.

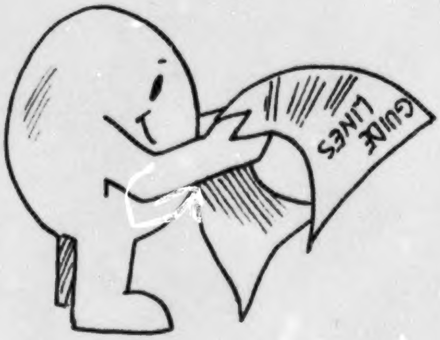
2. Install both brackets the same height.

3. Mount the extra supports needed. (Will depend on the length of the rod).

4. Remove or add extra slide on rods as needed.

5. Place the rod on the brackets and supports.

6. Adjust the cord in the rods (if traverse rod).



Name ______________________________

Occupational Cluster Consumer and Homemaking - Drapery-Rod Assembler

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Looking at different types of:					
curtain rods					
drapery rods					
hardware					
Installing a drapery or curtain rod					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Furniture Upholsterer DOT CODE: 780.381-018

DUTIES:	Furniture upholsterers repair and rebuild upholstered furniture. They remove covering, webbing, and padding; remove defective springs; and replace webbing and springs. Upholsterers measure, cut, and install covering material for furniture frames. Some upholsterers operate sewing machines to seam cushions and join the covering material.
WHERE EMPLOYED:	The majority of upholsterers own and operate or work in small upholstery shops. Some upholsterers are employed by furniture stores. A few work for businesses that maintain their own furniture. Upholsterers work in all parts of the country.
EMPLOYMENT OUTLOOK:	Little change is expected in the employment of upholsterers through the 1980's. Most job openings will result from the need to replace experienced workers who retire, die, or transfer to other occupations. Inexperienced workers may experience difficulty in locating employment.
EDUCATION AND TRAINING:	Persons interested in becoming furniture upholsterers may get basic training from vocational or high school courses. However, additional training in an upholstery shop is usually required before beginning workers can upholster furniture as quickly and efficiently as experienced workers. Usually about 3 years of on-the-job training are required to become a fully skilled upholsterer.

SPECIAL QUALIFICATIONS:	Persons aspiring to become furniture upholsterers should have good manual dexterity, coordination, and be able to do occasional heavy lifting.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings of upholsterers vary depending upon the place of employment and the individual's experience. Hourly wages of inexperienced workers range from the minimum wage to $5.00 per hour. Experienced workers may earn $10.00 or more per hour. Depending upon the size of the company or shop, fringe benefits may include vacations with pay, health insurance, and retirement plans.
WORKING CONDITIONS AND LIFESTYLES:	Working conditions in upholstery shops vary. Many shops are spacious, well lighted, and well ventilated, while others are small and dusty. Upholsterers usually stand while they work and do a considerable amount of stooping, bending, and heavy lifting. Most upholsterers work 40 hours a week.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Furniture Upholsterer	780.381-018
Chair Upholsterer	780.684-034
Upholstery Sewer	780.682-018
Upholstery Estimator	299.387-010
Upholstery Repairer	780.684-122

OCCUPATIONAL TASK: Upholstering furniture

OCCUPATIONAL COMPETENCY: Measuring furniture to determine the amount of fabric needed for covering

RESOURCES and/or MATERIALS

1. Steel tape measure
2. Chair or sofa
3. Guide for Measuring Chairs and Sofas
4. Worksheet I for recording measurements
5. Worksheet II for determining amount of fabric
6. Worksheet III for computing cost of fabric
7. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Measure an assigned piece of furniture.
2. Determine the amount of fabric needed for covering a piece of furniture.
3. Compute the cost of the fabric.
4. Determine your interests in this type of work.

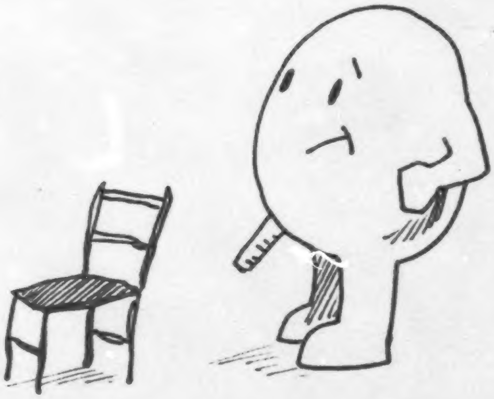
LEARNING ACTIVITIES

1. Study the transparency or handout on Guide for Measuring Chairs and Sofas.
2. Using a steel tape measure, measure an assigned chair or sofa. Record your measurements on Worksheet I.
3. Using Worksheet II, determine how much fabric will be needed to cover the piece of furniture you measured.
4. After determining the amount of fabric, complete the problems on Worksheet III.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Measuring a chair or sofa.
2. Completing Worksheets.
3. Completing the Student Attitude Sheet.



Guides for Measuring Chairs and Sofas

Take these measurements:

1. Inside arm length - plus 2-inch seam allowance
   plus 3-inch tuck-in allowance

2. Inside arm width - plus 2-inch seam allowance

3. Outside arm length - plus 1-inch seam allowance

4. Outside arm width - plus 2-inch seam allowance

5. Front arm length - plus 2-inch seam allowance

6. Front arm width - plus 2-inch seam allowance

7. Side-back length - plus 2-inch seam allowance

8. Side-back width - plus 2-inch seam allowance

9. Outside back length - plus 1-inch seam allowance

10. Outside back width - plus 2-inch seam allowance

11. Inside back length - plus 2-inch seam allowance
    plus 3-inch tuck-in allowance

12. Inside back width - plus 2-inch seam allowance

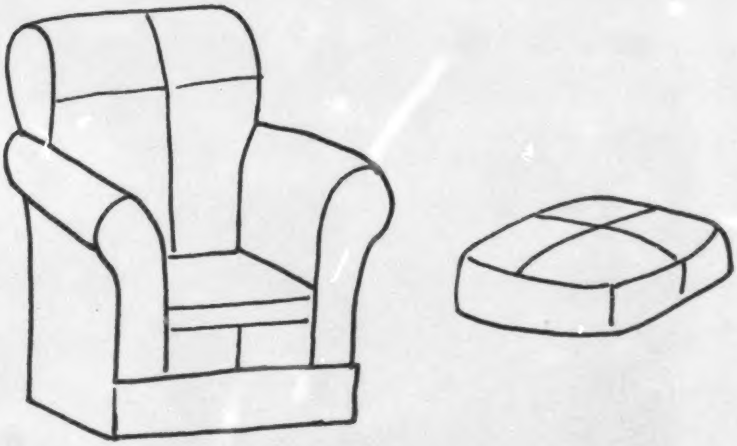
13. Seat length - plus 2-inch seam allowance
plus 3-inch tuck-in allowance

14. Seat width - plus 2-inch seam allowance

15. Front length - plus 2-inch seam allowance

16. Front width - plus 2-inch seam allowance

17. Cushion - Length - plus 2-inch seam allowance
Width - plus 2-inch seam allowance
Depth (thickness) - plus 2-inch seam allowance



Worksheet I

Measuring a Chair or Sofa

Take these measurements. Then record your measurements. Recheck all measurements. Be sure to multiply all lengthwise measurements by 2 because they are used to determine fabric yardage.**

	MEASUREMENTS		INCHES
**	Inside arm length	plus 2-inch seam allowance plus 3-inch tuck-in allowance	x2
	Inside arm width	plus 2-inch seam allowance	____
**	Outside arm length	plus 1-inch seam allowance	x2
	Outside arm width	plus 2-inch seam allowance	____
**	Front arm length	plus 2-inch seam allowance	x2
	Front arm width	plus 2-inch seam allowance	____
**	Side back length	plus 2-inch seam allowance	x2
	Side back width	plus 2-inch seam allowance	____
**	Outside back length	plus 1-inch seam allowance	x2
	Outside back width	plus 2-inch seam allowance	____
**	Inside back length	plus 2-inch seam allowance plus 3-inch tuck-in allowance	x2
	Inside back width	plus 2-inch seam allowance	____
**	Seat length	plus 2-inch seam allowance plus 3-inch tuck-in allowance	x2
	Seat width	plus 2-inch seam allowance	____
**	Front length	plus 2-inch seam allowance	x2
	Front width	plus 2-inch seam allowance	____
**	Cushion length	plus 2-inch seam allowance	x2
	Cushion width	plus 2-inch seam allowance	____
	Cushion depth	plus 2-inch seam allowance	____

Worksheet II

Determining Yardage for the Covering

After you have recorded the measurements of your chair or sofa, estimate the yardage needed.

To estimate the fabric yardage, add the lengthwise measurements of the section and divide by 36 inches.

MEASUREMENTS		FOR YARDAGE		
Inside arm length	______	Inches x 2 =	______	Inches
Outside arm length	______	Inches x 2 =	______	Inches
Front arm length	______	Inches x 2 =	______	Inches
Side-back length	______	Inches x 2 =	______	Inches
Outside back length	______	Inches x 2 =	______	Inches
Seat length	______	Inches x 2 =	______	Inches
Front length	______	Inches x 2 =	______	Inches
Cushion length	______	Inches x 2 =	______	Inches
		Total	______	Inches

Divide total inches by 36 to get required yardage.

______ Total yardage

Worksheet III

Computing the Cost of Fabric

Using the total yardage from Worksheet II, determine the cost of the following upholstery fabrics. Show all of your work on the worksheet.

1. A linen textured upholstery fabric costs $4.59 per yard. What is the total cost for using this fabric to cover the chair or sofa that you have measured? (yardage x cost/yard)

_________ Total Cost

2. A nylon velvet upholstery fabric costs $8.54 per yard. What is the total cost for using this fabric to cover the chair or sofa that you have measured?

_________ Total Cost

Name ______________________________

Occupational Cluster Consumer and Homemaking - Furniture Upholsterer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the Guide for Measuring Chairs and Sofas					
Measuring a chair or sofa					
Writing down the measurements					
Determining the amount of fabric for covering					
Computing the cost of the fabric					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

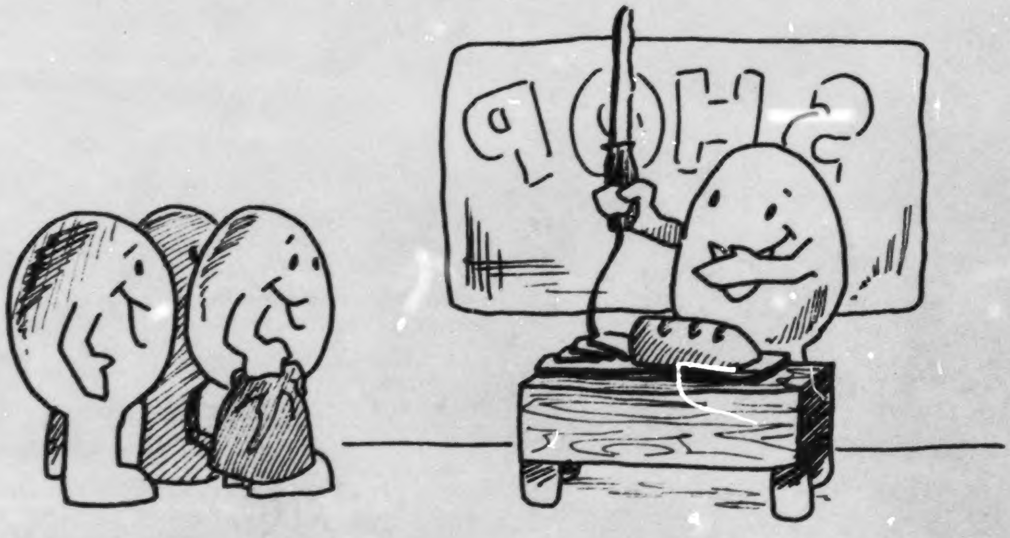
JOB TITLE: Housewares Demonstrator DOT CODE: 297.354-010

DUTIES:	Housewares demonstrators show the features and uses of items such as housewares to consumers to advertise and create interest in the products. They may also take orders for or sell the items. The specific duties of demonstrators are determined by the type of product and where it is being demonstrated. Demonstrators display the products, point out their features, answer any questions, and may give out descriptive literature or free samples of the items.
WHERE EMPLOYED:	Demonstrators work in grocery, department, and variety stores; sewing centers; private homes; as well as at conventions, trade shows, and/or shopping centers.
EMPLOYMENT OUTLOOK:	The job outlook for demonstrators is good. A few new openings should result from the continuing interest of manufacturers to present new products to the public on a personal basis. Most openings will occur to replace present demonstrators who retire, advance, or leave the occupation for other reasons.
EDUCATION AND TRAINING:	Most employers prefer demonstrators to be high school graduates. Courses in English, public speaking, and sales and merchandising could prove valuable. Beginners are usually trained on the job and work under the direction of experienced demonstrators. Some large organizations conduct their own training programs in demonstrating and sales techniques.

SPECIAL QUALIFICATIONS: Housewares demonstrators should have a pleasing personality, a neat appearance, and an interest in meeting and talking with people. Physical stamina, honesty, integrity, and courtesy are also important.

EARNINGS AND ADDITIONAL BENEFITS: Earnings among demonstrators vary. Those who sell the items they demonstrate usually are paid commissions ranging from 10% to 40% of the total amount of the sales. Demonstrators employed full-time by a single company may receive $200 or more a week. Most full-time workers receive vacations with pay, insurance benefits, and retirement plans.

WORKING CONDITIONS AND LIFESTYLES: Demonstrators may work some evenings and weekends. Most demonstrators work indoors in well-lighted and ventilated surroundings. There is a lot of standing involved, generally in one place or in a small area. Conditions range from working in a comfortable and pleasant private house to demonstrating houseware products in retail stores or trade shows which may be noisy and crowded.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Housewares Demonstrator	297.354-010
Demonstrator, Electric & Gas Appliances	297.357-010
Exhibit-Display Representative	297.367-010

OCCUPATIONAL TASK: Exploring the job of a housewares demonstrator

OCCUPATIONAL COMPETENCY: Explaining how a household appliance operates

RESOURCES and/or MATERIALS

Appliances that are used in the home
Examples: can opener (manual or electric), knife, iron, and/or ironing board

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify 3 parts of one appliance.
2. Explain one useful service of the appliance.

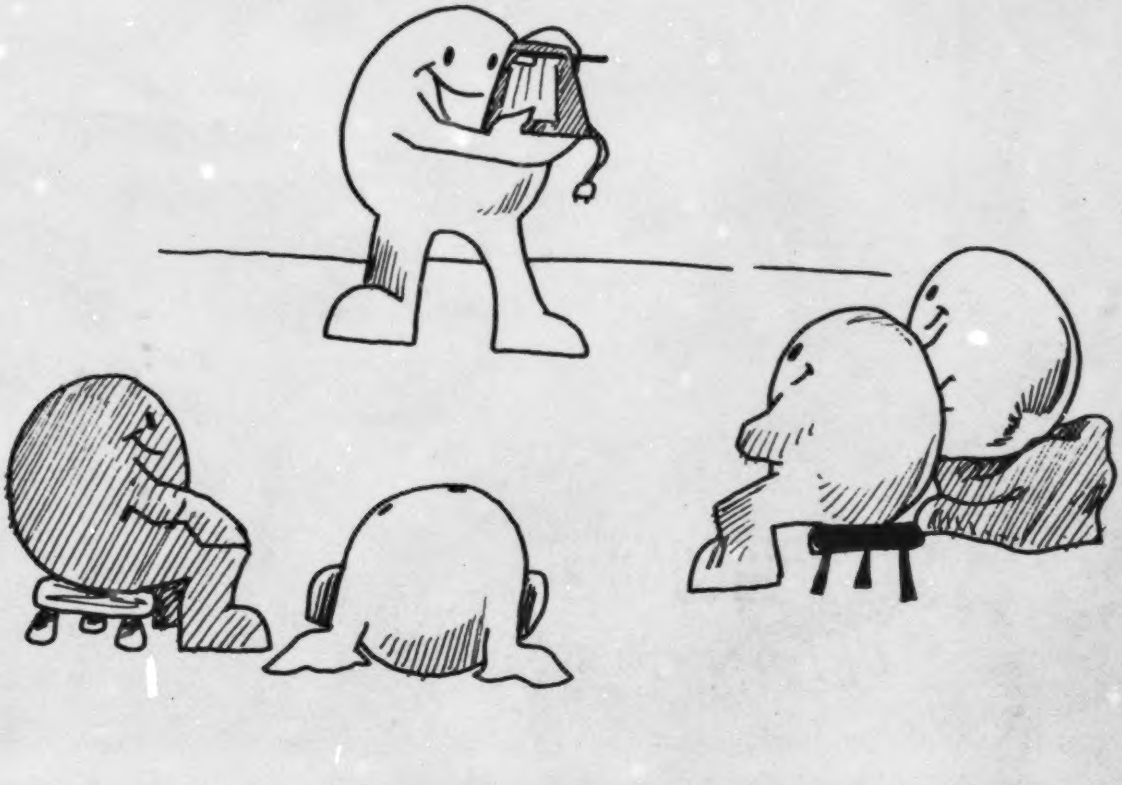
LEARNING ACTIVITIES

1. Observe the appliances as the teacher explains each one.
2. Write down or remember the item you want to show the class when it is your turn to demonstrate.
3. Stand in front of the class and demonstrate your selected appliance.
4. Identify 3 parts of the appliance.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Demonstrating an appliance before the class.
2. Identifying parts of an appliance.



CAREER INFORMATION SHEET

JOB TITLE: Interior Decorator DOT CODE: 142.051-014

DUTIES: Interior decorators plan, design, and furnish interior environments of residential, commercial, and industrial buildings. They confer with clients to determine preferences, budget, equipment to be installed, and other factors. Decorators advise clients on factors such as space planning, layout of furnishings and equipment, color schemes, and color coordination. They also select or design and purchase furnishings, art works, and accessories.

WHERE EMPLOYED: Most interior decorators work for design firms. Large department or furniture stores employ decorators. Others work for hotel and restaurant chains, builders, government agencies, and other organizations. Some experienced decorators own their own firms.

EMPLOYMENT OUTLOOK: Employment of decorators is expected to increase about as fast as the average for all occupations through the 1980's. Persons seeking beginning jobs as interior decorators are expected to face keen competition. Growth in population, personal incomes, expenditures for home and office furnishings, and the increasing use of decorating services in both homes and commercial establishments should contribute to a greater demand for these workers. In addition to new jobs, some openings will be created by the need to replace workers who leave the field for various reasons.

EDUCATION AND TRAINING: Formal training in interior decorating is increasingly important for entry into this field. Most architectural firms, design firms, department and furniture stores, and other major employers accept only professionally trained people for beginning jobs. A knowledge of furnishings, art pieces, and antiques is important in this type of work. Courses in sales, business techniques, and management may be useful.

SPECIAL QUALIFICATIONS: Artistic talent is essential for interior decorators. Workers in this field also need a strong color sense, an eye for detail, and a sense of balance and proportion. The ability to work well with people is very important.

EARNINGS AND ADDITIONAL BENEFITS: Beginners are usually paid a straight salary plus a small commission. Starting salaries may range from the minimum wage plus a small commission to a fixed salary of $200 a week or higher. Firms in large metropolitan areas usually pay the highest salaries. Incomes of experienced decorators vary greatly. Many persons earn from $12,000 to $50,000 a year and highly successful decorators earn much more. Fringe benefits also vary depending upon the employer.

WORKING CONDITIONS AND LIFESTYLES: Decorators' work hours are sometimes long and irregular. They must usually adjust their workday to suit the needs of their clients. Decorators generally work at their own pace in a quiet atmosphere, but work may be hectic at times.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Interior Decorator	142.051-014
Interior Designer	142.051-014

OCCUPATIONAL TASK: Exploring the job of an interior decorator

OCCUPATIONAL COMPETENCY: Identifying and working with basic color schemes

RESOURCES and/or MATERIALS

1. Color wheel
2. Color A Room worksheets
3. Scissors
4. Crayons or magic markers
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify related color schemes and contrasting color schemes.
2. Better understand the effect of color on the size of a room and its furnishings.
3. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Study a color wheel. Look at the placement of the colors on the wheel.
3. Discuss related and contrasting color schemes.
4. Complete the Color A Room worksheets.
5. Complete the Student Attitude Sheet.

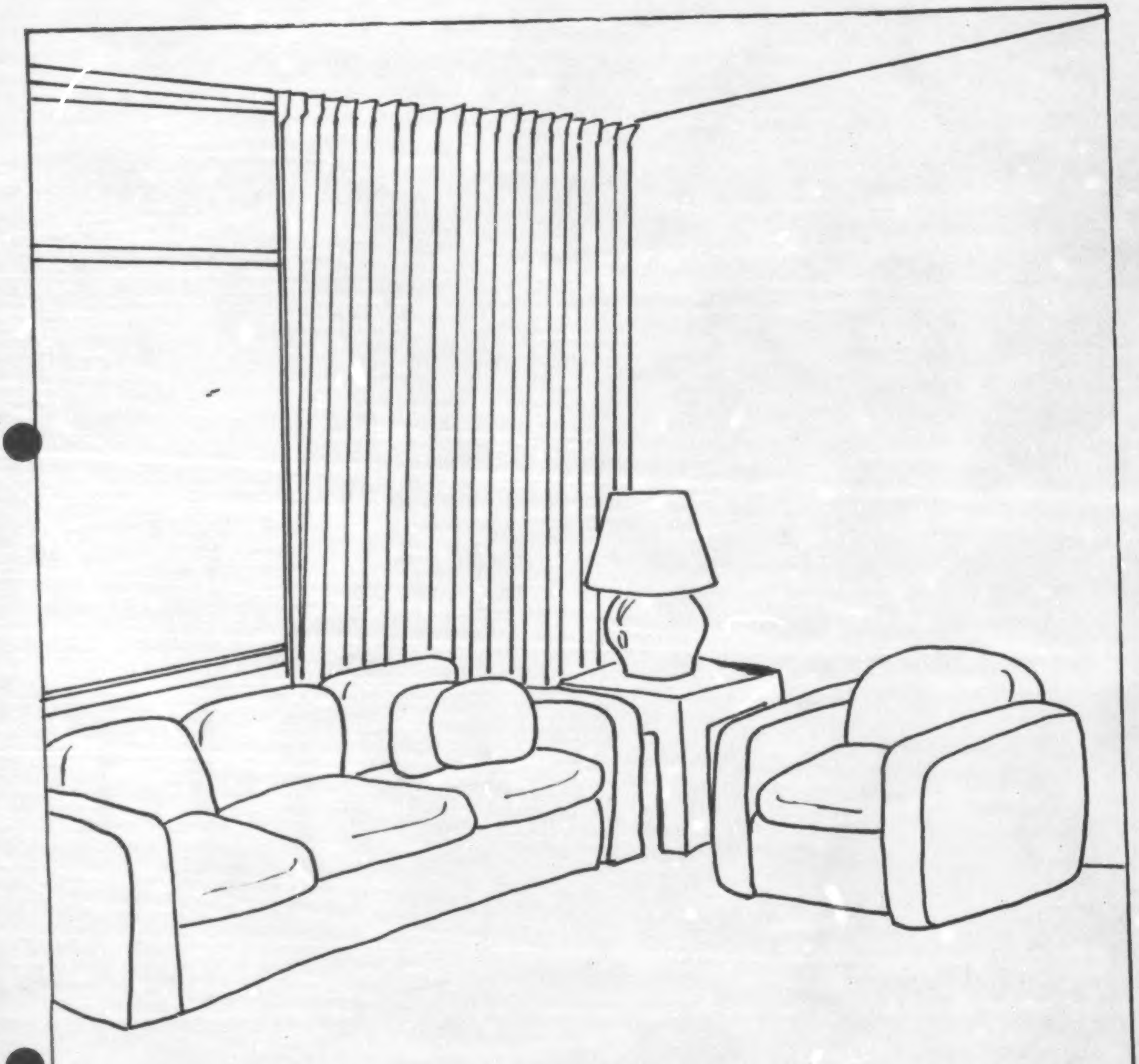
EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Completing the worksheets.
3. Completing the Student Attitude Sheet.

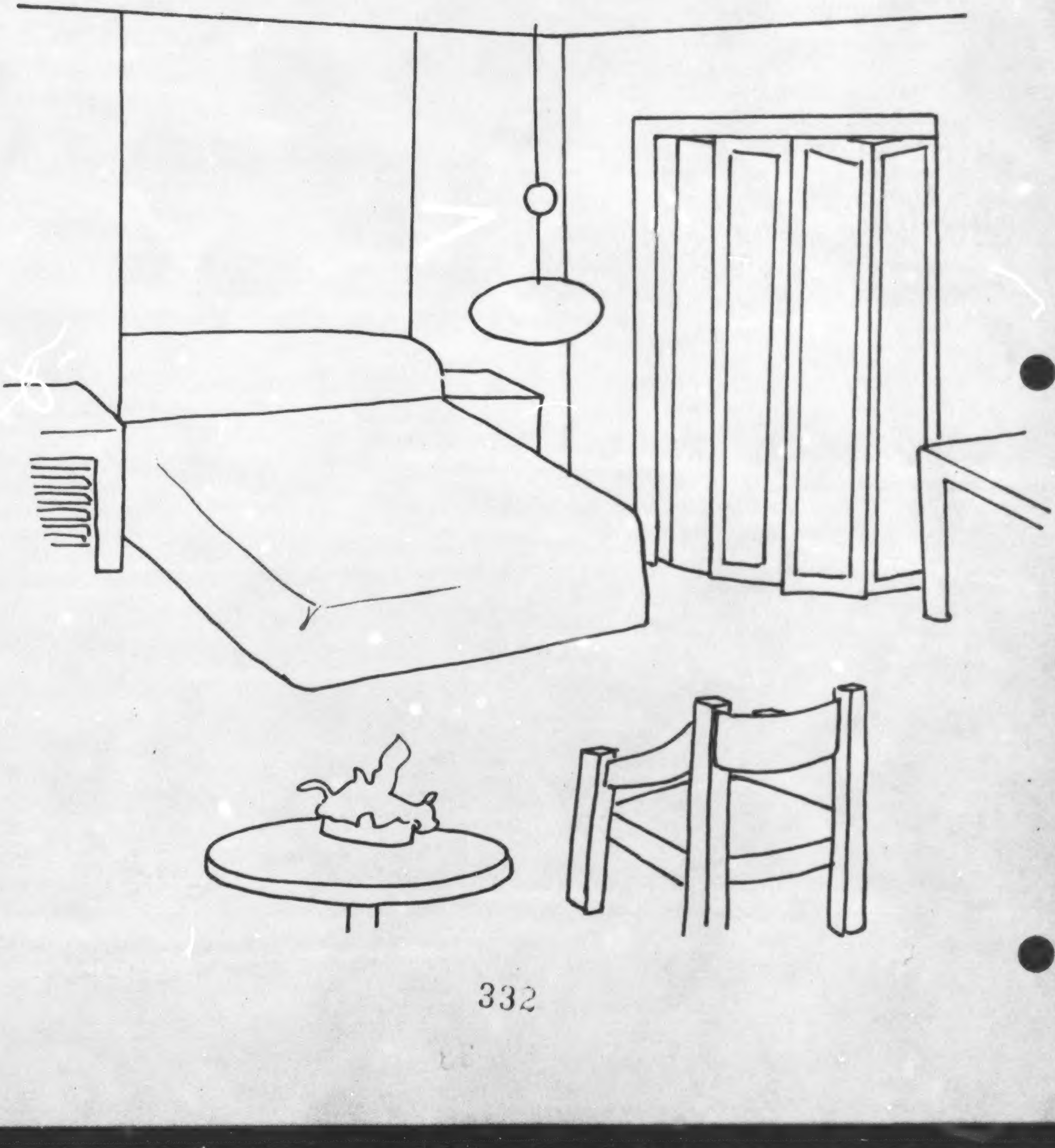
COLOR A ROOM

Choose a related scheme and color this room. Then write a paragraph describing how the color affected the room.



COLOR A ROOM

Choose a contrasting color scheme and color this room. Then write a paragraph on the effect of the color scheme on the room.

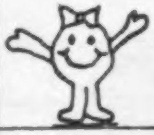


Name ____

Occupational Cluster Consumer and Homemaking - Interior Decorator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading and discussing Career Information Sheet					
Studying the color wheel					
Completing worksheets					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

____

____

CAREER INFORMATION SHEET

JOB TITLE: Interior Designer DOT CODE: 142.051-014

DUTIES: The interior designer plans, designs, and furnishes interior surroundings of residential, commercial, and industrial buildings. S/he talks with the clients to determine their individual preferences in design and they work out a budget. Advice is given to clients concerning interior factors such as space, layout, and utilization of furnishings and equipment.

WHERE EMPLOYED: Interior designers are employed by residential, commercial, and industrial firms. Some own their own businesses while others work for large department or furniture stores. Interior designers also work for architects, furniture suppliers, and/or magazines that feature articles on the home and home furnishings.

EMPLOYMENT OUTLOOK: Beginning designers can expect competition for positions. Growth in the population, personal incomes, spending for home and office furnishings, and the increasing use of design services should make for increased demand for designers. However, this field is sensitive to the condition of the economy and opportunities may decrease as the economy slows down. Talented college graduates and graduates of professional schools of interior design will likely find the best opportunities for employment.

EDUCATION AND TRAINING: Most department stores, design firms, and other major employers will accept only professionally trained people for beginning jobs. Training available includes three-year professional

	programs in schools of interior design, four-year college or university programs. Basic courses of study usually include principles of design, history of art, freehand and architectural drawing, painting, and design of furniture. Courses in sales and business procedures and other business subjects are valuable. Beginning designers usually serve a training period with their employer.
SPECIAL QUALIFICATIONS:	Interior design requires talent, training, and business ability. Artistic talent, imagination, good business judgment, the ability to work with detail, and the ability to deal effectively with people are important for success in this field.
EARNINGS AND ADDITIONAL BENEFITS:	Beginners are usually paid a straight salary plus a small commission. Income varies with experience and employer.
WORKING CONDITIONS AND LIFESTYLES:	Designers' work hours are sometimes long and irregular. They usually adjust their work schedule to suit the needs of their clients. An advantage of interior design as a career is the satisfaction of seeing the results of one's own work.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:	Interior Designer	142.051-014
	Interior Decorator	142.051-014

OCCUPATIONAL TASK: Exploring the job of an interior designer

OCCUPATIONAL COMPETENCY: Identifying and working with wall coverings

RESOURCES and/or MATERIALS

1. Worksheet I - Determining the amount of paint for a room
2. Worksheet II - Determining the amount of wallpaper for a room
3. Mail-order catalogs
4. Student Attitude Sheets
5. (Optional) All tools and materials needed to paint or paper a room at school

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand procedures for painting and papering a room.
2. Recognize different types of wall coverings.
3. Realize your interests in this type of work.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Use a mail-order catalog to examine the types of wall coverings that are available in addition to traditional wallpaper.
3. Using Worksheet 1, determine the amount of paint needed to paint room A. Compute the cost of painting the room by using the mail-order catalogs or other brochures provided by your instructor.
4. Using Worksheet 11, determine the amount of wallpaper needed to paper room B. Compute the cost of papering the room by using the mail-order catalogs or other brochures provided by your instructor.
5. Paint or paper a room in your school as a class project. (This activity is optional if time, equipment, and permission are available).
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Identifying different types of wall coverings.
2. Completing and submitting to your instructor Worksheets I and 11.
3. Completing the Student Attitude Sheet.

WORKSHEET I

Painting Room A

1. How much paint will be needed?

You will first need to measure to determine how much paint will be needed to cover the walls in Room A. Measure the distance around the room, then multiply the height of the floor to the ceiling. You can ignore normal window and door openings. One gallon of paint will cover about 450 square feet on a nonporous surface and about 300 square feet on a porous surface.

2. Dimensions of Room A:

Wall I is 20 feet
Wall II is 16 feet
Wall III is 20 feet
Wall IV is 16 feet
From floor to ceiling, room is 8 feet

3. The amount of paint needed is the distance around room A multiplied by the height from floor to ceiling. How many square feet of room A will need to be painted?

4. How much paint will be needed? (Remember how much one gallon will cover)

5. How much will the paint cost? (Use the mail-order catalogs for this step)

WORKSHEET I KEY

3. 576 square feet of room A will need to be painted.

   20 + 16 + 20 + 16 = 72 feet
   72 feet x 8 feet = 576 square feet

4. For a nonporous surface, 1.28 gallons or 1 1/2 gallons of paint will be needed.

5. For a porous surface, 1.92 gallons or 2 gallons of paint will be needed.

6. Answers will vary on cost of the paint.

WORKSHEET II

Papering Room B

1. How much paper will be needed?

To determine the amount of wallpaper needed: a. Measure the length of each wall. b. Then measure height from floor to ceiling. c. Multiply height by width of each doorway and window. Multiply 1 x 2, then subtract 3 from this amount for the total square footage to be covered.
To determine the number of rolls you need, divide the total square footage by the roll coverage, then add 10% more for matching. One single roll of paper will cover about 30 square feet and one double roll of paper will cover about 70 square feet.

2. Dimensions of Room B:

Length of each wall: Wall 1 is 18 feet
Wall 2 is 15 feet
Wall 3 is 18 feet
Wall 4 is 15 feet

Height from floor to ceiling: 8 feet
Width of each door and window: There are 4 windows and 2 doorways in Room B. The 4 windows are 3 feet x 5 feet. The 2 doorways are 2 1/2 feet x 6 feet.

3. The square footage of Room B that will be covered is ____ square feet.

4. The amount of paper needed to cover the area is:

_____ Single rolls

_____ Double rolls

5. How much will the paper cost? (Use the mail-order catalogs for this step)

WORKSHEET 11 KEY

3. Square footage of Room B that will be covered:

Distance around the room is 66 feet.
Height from floor to ceiling is 8 feet.
Each of the windows is 3 feet x 5 feet.
Each of the doorways is 2 1/2 feet x 6 feet.

Multiply distance around the room by the height from floor to ceiling: 66 x 8 = 528 square feet

Multiply height by width of each window and doorway:
4 windows 3 feet by 5 feet = 4 x (3 x 5) = 4 x 15 = 60 square feet

2 doorways 2 1/2 feet by 6 feet = 2 x (2.5 x 6) = 2 x 15 = 30 square feet total square footage of doors and windows = 60 + 30 = 90 square feet

Subtract square footage of doors and windows from total square footage. 528 square feet. 90 square feet = 438 square feet to be covered. Add 10% more for matching = 438 + 43.8 = 481.8 or 482 square feet.

4. The amount of paper needed to cover 482 square feet is:

_____ Single rolls (Divide 482 by 30 = 16)

_____ Double rolls (Divide 482 by 70 = 6.8 or 7)

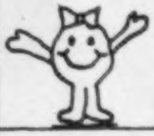
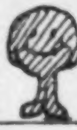
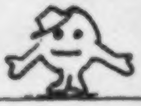
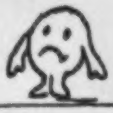
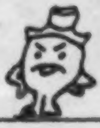
5. Cost of the paper - answers will vary. Multiply the number of rolls by cost per roll.

Name ______________________________

Occupational Cluster Consumer and Homemaking - Interior Designer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Using a catalog to identify different kinds of wall coverings					
Determining how much paint for Room A					
Determining how much paper for Room B					
Painting or papering a room					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Salesperson, Furniture DOT CODE: 270.357-030

DUTIES: A salesperson should create an interest in the merchandise s/he is selling. S/he may answer questions about the construction of an article, demonstrate its use, and show various models and colors. A salesperson will make out sales or charge slips, receive cash payments and give changes and receipts. S/he may handle returns and exchanges and keep the work areas neat. A salesperson may also help order merchandise, stock shelves or racks, mark price tags, take inventory, and prepare displays.

WHERE EMPLOYED: Salespersons are mainly employed in retail businesses such as department stores and furniture stores. They also may be employed in large wholesale warehouses. Sales jobs are found in almost every community and especially large cities and nearby suburban areas.

EMPLOYMENT OUTLOOK: Sales are an excellent source of job opportunities for high school graduates. There will be many opportunities for both full and part-time employment because retail selling is a large occupation and turnover is high. Employment is expected to increase as the volume of sales increase and stores continue to remain open longer.

EDUCATION AND TRAINING: Employers prefer high school graduates. Subjects such as business math and distributive education programs give opportunities to gain practical work experience. Part-time selling experience may also be helpful in getting a full-time job.

SPECIAL QUALIFICATIONS: Employers prefer persons who enjoy working with people and have the ability to deal with different types of situations. An interest in sales work, a pleasant personality, a neat appearance, and the ability to communicate clearly are all important. You should also be healthy since you may have to stand for long periods.

EARNINGS AND ADDITIONAL BENEFITS: Salesworkers starting in routine jobs, such as waiting on customers, generally earn minimum wages. Experienced salesworkers may earn well over $6.00 an hour. In addition to salary, many receive commissions (percentages of the sales they make). Among the highest paid are those who sell major appliances and furniture. Salespersons in many stores may buy merchandise at discount prices. Some stores pay all or part of employee benefits such as life and health insurance and pension plans.

WORKING CONDITIONS AND LIFESTYLES: Many full-time salesworkers work a 5-day, 40-hour week. Salespersons may work overtime during holidays such as Christmas. Employees in shopping centers regularly work one evening a week. Salesworkers usually work in clean, well-lighted areas and many stores are air-conditioned.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILY: Housing

REPRESENTATIVE JOB TITLES:

Salesperson, Furniture	270.357-030
Salesperson, Curtains and Draperies	270.357-022
Salesperson, Floor Coverings	270.357-026
Salesperson, Household Appliances	270.357-034

OCCUPATIONAL TASK: Exploring the job of a furniture salesperson

OCCUPATIONAL COMPETENCY: Completing a sales form

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Instructions for completing a sales form
3. Two samples sales forms and sales situation
4. Student Attitude Sheet
5. Carbon paper
6. Calculator - optional
7. Scratch paper for figuring costs

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the job duties of a furniture salesperson.
2. Complete a sample sales form.
3. Determine if you would like this type of work.

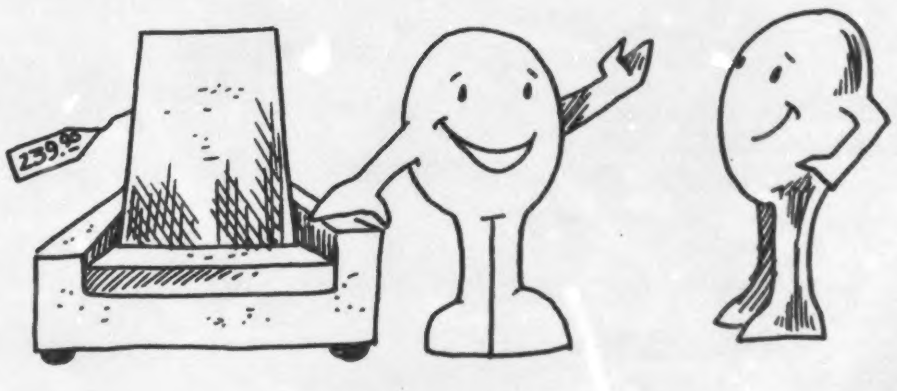
LEARNING ACTIVITIES

1. Read the Career Information Sheet for a home furnishings salesperson.
2. Study the sample sales form and carefully read the instructions for completing a sales form.
3. Read the sample sales situation and then complete the sales form on Worksheet A.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting to your instructor the sample sales form and the Student Attitude Sheet.



INSTRUCTIONS FOR COMPLETING A SALES FORM

In order to complete the following sales form, you must know how to find and where to find the information required on the form.

The following information must be placed on the form:

1. Today's Date: write the current calendar date.
2. Employee Number: this is an identification number and would be assigned to you by your employer.
3. Sold To: you would need to ask your customer for this information as the sale of an item is completed.
4. Date Sold: the calendar date on which the sale is made.
5. Date Delivered: when the customer wants delivery.
6. Sold By: write your name.
7. Name of Item: this is a description of the item being sold, for example, sofa bed.
8. Quantity: how many of the item are being sold to the customer.
9. Inventory Number (or Stock Number): each piece of furniture, each appliance, or other accessory sold by your company has an inventory number. This allows the company to keep current records of their supply and sale of certain items. The inventory number would be found on the sales tag, that would be attached to the particular item.

#7
3% costs
tax

10. Color or Pattern: this information would also be located on the sales tag. You would transfer that information to the sales form, for example, forest green plaid.

11. Cost of the Item: this is the price; once again the information would be on the sales tag.

12. Tax: in West Virginia, tax is computed at 5% of the cost of the item. To obtain the correct amount of tax, multiply the cost of the item by .05 (or 5¢). Example, a table costs $73.50; tax would be figured by multiplying 73.50 x .05 = $3.68 tax. Put the total tax in the blank.

13. Delivery Charge: if the customer wants the company to deliver the item, there is sometimes a delivery charge. This charge is calculated on the distance traveled to deliver the item and would vary from company to company.

14. Total Cost: this is cost of the item + tax + any delivery charge.

15. Amount Received: this is how much money the customer pays to you. If paying by personal check, record the check number beside the amount. You would write for example $56.00 (check #443).

16. Change Received: this is the amount of any change the customer would get back after paying for the item.

17. Customer's Signature: have customer sign here when sale is completed.

COMPLETING A SALES FORM

Description of the Sale*

You are the salesperson with the U Bye Furniture Store. Today has been a good sales day for the store. A customer comes in and asks you to show her some lounge chairs because she is interested in buying one for her apartment.

After showing her the selection of lounge chairs your store has to offer, she asks you some questions and then makes her decision. You ask her if she would please come with you to the sales counter so that you can write up the sales ticket (form). (By the way, you'll need to fill out two copies of the form - one for the customer and one for the store - so don't forget the carbon paper!). Before you go to the sales counter, you remove the sales tag from the lounge chair and take it with you to the counter.

Your customer's name is Miss June Barclay of 1224 Walnut Street, #5, Their Town, West Virginia; her phone number is 333-2525.

You check your calendar as you record the sales date. Remember to record your employee number (in case you forget, it's 04635). As you complete the center part of the form, you refer to the sales tag you removed from the lounge chair earlier. The information on the tag reads: RELAX-O LOUNGE CHAIR: PEACOCK BLUE. INVENTORY NUMBER XA-313-6285-C. $236.95.

Before you can record any delivery charge, you ask Miss Barclay if she would like the chair delivered to her address. Before giving you an answer she asks about the delivery policy of your store. You tell Miss Barclay that delivery is free within 50 miles; the charge is 20¢ for each additional mile over 50. Miss Barclay says that she would like the chair delivered to her apartment in two days time. (Her apartment is approximately 62 miles from your store).

You tell Miss Barclay the total cost of the sale. She gives you $250.00. You now complete the remainder of the form. As you give Miss Barclay the correct change from the sale, you also ask her to sign her name beside the X at the Customer's Signature.

The sale is complete, you double check all information, reassure Miss Barclay that the chair will be delivered in two days, thank her for buying the lounge chair from you, and indicate that you hope she will contact you for any future furniture or appliance needs she may have.

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*This may be used as a role-play situation.

WORKSHEET A

Completing a Sample Sales Form

U BYE FURNITURE STORE
555 SOUTH SOUTH STREET, NE
YOUR TOWN, WEST VIRGINIA

TODAY'S DATE: ____/____/____

EMPLOYEE NUMBER: ____________

CASH SALES FORM

SOLD TO:

NAME: ____________________

ADDRESS: ____________________

CITY: ____________________

STATE: ____________________

PHONE: ____________________

SALES INFORMATION:

DATE SOLD: ____________________

DATE DELIVERED: ____________________

SOLD BY: ____________________

CUSTOMER'S SIGNATURE: (SIGN BY X)

X ____________________

NAME OF ITEM	QUANTITY	INVENTORY NUMBER	COLOR OR PATTERN

COST OF ITEM(S) ____________

TAX (5%) ____________

DELIVERY CHARGE ____________

TOTAL COST ____________

AMOUNT RECEIVED ____________

CHANGE RETURNED ____________

ANSWER KEY

Sample Sales Form

EMPLOYEE NUMBER: 04635

SOLD TO: MISS JUNE BARCLAY
1224 WALNUT STREET, #5
THEIR TOWN, WEST VIRGINIA
333-2525

SALES INFORMATION: CURRENT DATE
2 DAYS FROM CURRENT DATE, UNLESS SUNDAY
NAME OF STUDENT
WOULD NOT BE SIGNED UNLESS SITUATION IS ROLE PLAYED

NAME OF ITEM: RELAX-O LOUNGE CHAIR

QUANTITY: 1

INVENTORY NUMBER: XA-313-6285-C

COLOR OR PATTERN: PEACOCK BLUE

COST OF ITEM: $236.95

TAX (5%): $11.85 (236.95 x .05)

DELIVERY CHARGE: $2.40 (62 miles is 12 over 50; 12 x .20)

TOTAL COST: $251.20 (236.95 + $11.85 + 2.40)

AMOUNT RECEIVED: $255.00

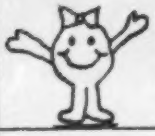
CHANGE RETURNED: $3.80 (255.00 - 251.20)

Name ______________________________

Occupational Cluster Consumer and Homemaking - Salesperson, Furniture

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the Career Information Sheet					
Completing the sales form					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Consumer and Homemaking

OCCUPATIONAL FAMILIES and REPRESENTATIVE JOB TITLES:

A. Child Care
   1. Nursery School Attendant
   2. Teacher, Kindergarten
   3. Foster Parent

B. Clothing and Textiles
   1. Dressmaker
   2. Demonstrator, Sewing Techniques
   3. Garment Cutter

C. Family Relations
   1. Home Economist
   2. Caseworker, Family
   3. Extension Agent

D. Foods and Nutrition
   1. Food Demonstrator
   2. Dietitian, Clinical
   3. Magazine Editor

E. Housing
   1. Interior Decorator
   2. Housewares Demonstrator
   3. Salesperson, Furniture

OCCUPATIONAL TASK: Reviewing occupations in Consumer and Homemaking Cluster

OCCUPATIONAL COMPETENCY: Matching job titles with occupational families

RESOURCES and/or MATERIALS

Worksheet A

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better recognize occupational families and representative job titles found in the Consumer and Homemaking Cluster.
2. Better understand the responsibilities of many of the occupations listed under the Consumer and Homemaking Cluster.
3. Better assess your interest in this type of work.

LEARNING ACTIVITIES

1. Review five occupational families.
2. Match representative job titles with proper occupational family.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in review of occupational families.
2. Completing and submitting to teacher Worksheet A.

WORKSHEET A

I. Occupational Families

A. Child Care

B. Clothing and Textiles

C. Family Relations

D. Foods and Nutrition

E. Housing

II. Representative Job Titles

Match one of the occupational families to each of the following:

___ 1. Caseworker, Family

___ 2. Demonstrator, Sewing Techniques

___ 3. Dietitian, Clinical

___ 4. Dressmaker

___ 5. Extension Agent

___ 6. Food Demonstrator

___ 7. Foster Parent

___ 8. Garment Cutter

___ 9. Home Economist

___ 10. Housewares Demonstrator

___ 11. Interior Decorator

___ 12. Magazine Editor

___ 13. Nursery School Attendant

___ 14. Salesperson, Furniture

___ 15. Teacher, Kindergarten

KEY

WORKSHEET A

1. C
2. B
3. D
4. B
5. C
6. D
7. A
8. B
9. C
10. E
11. E
12. D
13. A
14. E
15. A